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**INCORPORATING MANAGERIAL COMPETENCIES IN THE
DEVELOPMENT OF COMMUNITY COLLEGE LEADERS:
THE COMMUNITY COLLEGE LEADERSHIP PROGRAM (CCLP) AT
THE UNIVERSITY OF TEXAS AT AUSTIN**

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Dissertation

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Dedication

Drs. John E. and Suanne D. Roueche

Dr. Germaine H. Goetz-Sota

Mr. Michael N. Shallow

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To God be the Glory

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Dana Marie Sendziol, Ph.D.

The University of Texas at Austin, 2011

Supervisors: Walter G. Bumphus and Gregory J. Vincent

As community colleges continue to define their mission statement, expand their services, and operate in the new global economy, this study explains the multiple dimensions of impact of the nation's first community college leadership development program, The Community College Leadership Program (CCLP) at The University of Texas at Austin. Over the last 40 years, the program has consistently employed a targeted method of student recruitment, used a cohort learning model, incorporated an internship experience as part of a self-directed pedagogy, and imparted a system of core competencies derived from Mintzberg's (1973) *The Nature of Managerial Work*. This study examines factors of the CCLP experience that contribute to successful careers in the community college and also identifies potential applications for utilizing similar tactics in leadership development programs. A qualitative research approach, incorporating mixed-methodologies, is used in this study. The first part of this investigation includes interviews with distinguished graduates, researchers, and other

notable persons involved in the community college field, as well as Dr. John E.

Roueché, program director. Additional analysis depicts social networking graphs of the positions and geographical placement of distinguished graduates in order to frame the national impact of this program on community colleges at large.

Findings include those themes of community college leadership development which may prove useful in guiding the direction of other such programming and curriculum. Additional emphasis is placed on the future of the community college, the advancement of minority candidates to positions of leadership, and key attributes of successful community college leadership.

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Chapter One

Introduction

The purpose of this study is to explore the impact of the nation's first community college leadership development program, The Community College Leadership Program (CCLP) at The University of Texas at Austin. Over the last 40 years, the program has consistently employed a targeted method of student recruitment, used a cohort model, incorporated an internship experience as part of a self-directed curriculum, and imparted a system of core competencies derived from Mintzberg's (1973) *The Nature of Managerial Work*.

As community colleges continue to define their mission statement, expand their services, and operate in the new global economy, this study examines factors of the CCLP experience that contribute to successful careers in the community college as well as identifies potential applications for utilizing similar tactics in leadership development programs.

A qualitative research approach, incorporating mixed-methodologies, is used in this study. The first part of this investigation includes interviews with distinguished graduates, researchers, and other notable persons involved in the community college field, as well as Dr. John E. Roueche, program director. Additional analysis depicts social networking graphs of the positions and geographical placement of distinguished graduates in order to frame the impact of this program as it applies to the national prominence of the CCLP.

At this juncture, the need for leadership mirrors the period of expansion during the mid-60s and 70s—primarily because the first generation of community college leaders is either retired or nearing retirement (Duree, 2007; Ebbers, Conover, & Samuels, 2010; Shults, 2001). The current average age of a community college president is 58, and almost 84% of current community college presidents will be retired by 2016 (Ebbers et. al., 2010; Weisman & Vaughan, 2007). Most of the executive staff members will also be retiring, many times in conjunction with their president or chancellor, at the rate of 38% (Ebbers et. al., 2010; Weisman & Vaughan, 2007). Clearly, the necessity of succession planning and continuing to bridge the gap of leadership development has never been more important.

Cloud (2010) maintains that leadership development is a formal and informal process that is intended to maximize institutional and individual effectiveness. There are at least three components in the leadership development process, inclusive of 1) university-based academic credit programs to enhance knowledge, skills, and competencies that often lead to a master's or doctoral degree; (2) in-service or developmental programs for practicing leaders sponsored by professional organizations, governmental agencies, or higher education institutions; and (3) informal and lifelong learning strategies that enable leaders at all levels to increase knowledge of management and leadership processes in order to improve performance (pp. 74-75).

Background

In the decades following World War II, as returning GIs heavily populated the community college system, the number of community colleges tripled (Levinson, 2005). In this regard, the role of the community college has changed with the economic landscape and continues to evolve in response to the educational needs of the American workforce. Whereas workers of post-war America were trained to populate the manufacturing industries of that period, today's outsourcing of jobs to overseas contractors and a corresponding emphasis on technology has led to what is now popularly called the "knowledge economy" (Levinson, 2005, p. 7) in which workers must possess an increasingly larger worldview, with enhanced thinking and language skills in order to compete globally.

The 1970 White House Conference on Children focused on the right to learn for all children of the 21st century as well as the accompanying benefits education creates in a civil society (Goodlad, 1970). Four decades later, Dr. Jill Biden, Second Lady of the United States, facilitated a White House Summit on Community Colleges on October 5, 2010, saying, "For years I have said that community colleges are one of America's best kept secrets" (Biden, 2010). Community colleges have widely been recognized as a national treasure because they address the needs of the whole community inclusive of workforce development, lifelong learning, catalyst for fueling the economy, and serving students with an open access model, unique to higher education, which offers all students *the right to learn*. As Roueche relates, "...that open door has been the

regenerative quality that's allowed this nation to reinvent itself and to improve the quality of life and the standard of living...in many ways, the community college epitomizes that very notion" (Partheymuller, 2001, p. 35). Thus, the leadership of these organizations corresponds to the larger reality of education as akin to a better and more prosperous democracy.

In that regard, "The community college is at the intersection of a myriad of developments within the larger society. Its diverse purposes and functions reflect the way higher education has taken on a new centrality in the knowledge-based economy" (Levinson, 2005, p. 9). Drucker cites the advent of the knowledge-based society for much of the current trend toward accountability. He relates, "The knowledge society will invariably become *far more competitive* than any other society we have yet known—for the simple reason that with knowledge being universally accessible, there are no excuses for nonperformance" (Drucker, 2001, p. 307).

According to Amey, VanDerLinden, and Brown (2002), the "comprehensive community college of the late 1990s and early 21st century offers a wide array of credit, non-credit, and lifelong learning experiences across a seemingly endless array of disciplinary and technical foci" (p. 573). Thus, the constant evolution of leadership at all administrative levels is imperative if community colleges are to be successful in an increasingly complex environment (Amey et al., 2002, p. 574; Hockaday & Puyear, 2000) and leadership serves as the key variable in determining organizational

effectiveness categorized by innovation and accountability (Amey et al., 2002, p. 574; Amey & Twombly, 1992).

Purpose

This study explores the impact of the nation's first community college leadership development program, The Community College Leadership Program (CCLP) at The University of Texas at Austin.

The goal of this study is to explore the critical themes of leadership and managerial competencies relevant to the CCLP curriculum over time and documents how those elements have contributed to the career development and placement of executive community college leaders as well as identifying potential applications for utilizing similar tactics in community college leadership development programs across the nation.

Thus, the research questions relevant to this project include:

- 1) What are the critical themes of CCLP leadership development, and how have those themes evolved over time?
- 2) What are the perceptions of senior community college leaders and leaders in the field about these critical themes and their impact on the career development and managerial style of senior community college leaders?
- 3) What has been the impact of the program on the career development and placement of community college leaders?

Statement of the Problem

In the dynamic world of community colleges, executive leadership increasingly plays a crucial role in the success or failure of the institution. Community colleges are required to be heavily integrated into the communities they serve and are comprised of many different operating units and groups, which are required to work together as one entity under a president or chancellor.

As funding challenges continue to mount, the return to a more locally-centered engagement of local taxpayers makes sense in not only contributing to healthy enrollment and fundraising efforts, but also to ensuring that the role of the community college as an economic engine and lifelong learning resource emerges—one which requires skilled leaders.

Significance of the Study

With an open-access mission; continued financial ambiguity in coping with increasingly dwindling revenue streams; diversity in students, staff, faculty, and administration; the continual challenge of providing developmental education to the underprepared; and continued physical plant and infrastructure maintenance challenges; community college leaders are no strangers to the notion of innovation. In this context, innovation serves as a means of sustaining and evolving their educational mission to the communities they serve—both in word and in infrastructure.

In keeping with these trends, tying economic relevance to industry, showing responsiveness to local communities in producing a trained workforce, and reimagining

the community college as an innovative, less costly educational alternative for traditional students as well as lifelong learners is imperative to a successful outcome.

Theoretical Framework

To better understand the process of transformational leadership through the lens of self-directed learning in the building and sustaining of a network organization, a review of theoretical models is necessary to discuss as outlined in chapter two.

Research Protocol

The research consists of three components: 1) interviews with CCLP distinguished graduates; 2) interviews with industry leaders in the community college field; and, 3) interviews with Dr. Roueche. Additional analysis of social networking graphs, which show the executive leadership attainment of approximately 150 distinguished graduates of the CCLP illuminates themes generated by interview data.

Interviews with distinguished graduates identify evidence of the Westley and Mintzberg (1989) visionary process model as it applies to the individual competencies gained in the CCLP curriculum of leadership (interpersonal), informational, and decisional attributes (Mintzberg, 1973), as well as showing the relevant impact of Dr. Roueche and CCLP distinguished graduates on community colleges through the themes and operational definitions associated with Roueche, Baker, and Rose' *Shared Vision* (1989), and the American Association of Community Colleges (AACC) *Competencies for Community College Leaders*.

Interviews were conducted using the portraiture method, developed by Lawrence-Lightfoot (1983), which blends creativity in a qualitative framework to inform and portray interview subjects as part of a larger aesthetic. Portraitists “seek to record and interpret the perspectives and experience of the people they are studying, documenting their voices and their visions—their authority, knowledge, and wisdom” (Lawrence-Lightfoot & Davis, 1997, p. xv). In this study, analysis is used to place a historical and environmental context into the evolution of the program and recognizes any patterns that arose under the leadership of Dr. Roueche over the past 40 years of his tenure, especially within the context of the leadership attributes identified in Roueche, Baker, and Rose’ *Shared Vision* (1989).

Assumptions

As with any study, several underlying assumptions are inherent in this inquiry. It is assumed that interview subjects in this study have an individual history and perspective of events and relationships surrounding the CCLP. Recollection of events and experiences were gathered from individual research subjects for the purpose of study and subjects were not prepared in advance, lending a more authentic voice.

Delimitations

The social networking graph portion of the analysis and subsequent interviews held specifically with distinguished graduates of the CCLP and influential members of the community college world were selected by the researcher. Interviews were held both

in person and via SurveyMonkey software and data was transcribed and coded in keeping with portraiture methodology outlined in chapter three.

Limitations

The interview framework (identified in chapter three) served as a template for investigation. Interviews with all research subjects were confined to those topics germane to the purpose of study in regards to the CCLP managerial competencies in the development of community college leaders. The portraiture methodology is inherently artistic and personal, while social networking analysis provides additional context.

Organization of Study

The record of study is divided into five main units. Chapter one contains an introduction, statement of the problem, background, purpose of study, definitions, assumptions, and limitations. Chapter two contains a review of the literature. The methodology, interview framework (template), and data collection procedures are detailed in chapter three. Chapter four features analysis of themes elicited from interviews, as well as social networking graphs to show the prominence and influence of the CCLP through position attainment and national placement of distinguished graduates. Chapter five contains the researcher's conclusions and recommendations.

Chapter Summary

From a structural perspective, community colleges are organized not only to serve students but to provide a workforce development engine for the local economy and act as a community incubator offering learning solutions on an ever-broadening

platform. In a digital age, knowledge is integral to creating quality outcomes on a larger service platform. In engaging new teaching and learning methodologies that at once inform and allow for portable participation, community colleges possess a singular ability amongst institutions of higher learning to be agile due to their service-oriented paradigm.

As community colleges continue to seek prepared, competent, service-oriented leaders, the CCLP has acted as the premier leadership development vehicle in achieving this goal on a national scale. An increased focus on accountability in corresponding to an unreliable economy provides the catalyst for examining managerial competencies as complement to traditional educational pedagogies in the preparation of community college leaders. Chapter two presents a review of literature critical to examination of the CCLP.

Chapter Two: Review of the Literature

Chapter one summarized the current community college environment and exposed issues intrinsic to the preparation and training of leaders. The review of the literature in chapter two highlights the interdisciplinary nature of the proposed research from the perspective of transformational leadership and management competencies, the network organization, and self-directed learning. The weaving of business, adult education, and leadership studies serves as a broad canvas for exploration and extrapolation of themes as they apply to the research methodology discussed in chapter three.

Summary of Literature Searches

A review of research using ProQuest Interdisciplinary Dissertations and Theses (2010) yielded 52 doctoral dissertations using the Mintzberg managerial roles as a framework of influence. Of 52 documents, seven dealt with community college administrators. One such study, at North Carolina State, explored the managerial roles of community college chief business officers and also utilized the Baker role theory model (McInnis, 2002). Vogel (1992) used the Mintzberg roles in combination with a survey instrument adapted from the Vaughan presidential leadership survey model (1986) in evaluating 2-year college presidents in South Carolina.

Variations of the work of Roueche and Baker in the community college leadership excellence model is used as a research methodology or referenced in 13

dissertations. May (2001) incorporates the themes of *Shared Vision* (1989), inclusive of Vision, Influence Orientation, People Orientation, Motivational Orientation, and Values Orientation in describing a presidential leadership transition using the case study method. Other studies incorporated surveys using the Baker-Roueche (1987) College Climate: Commitment to Excellence Survey (McReynolds, 1995); while Lappas (1996), Glass (1995), Nusz (1987), and others used a modification of the Roueche, Baker, and Rose Multifactor College Leadership Questionnaire (MCLQ) in testing transformational leadership within a given organizational framework.

Finally, 39 dissertations were identified citing the use of portraiture method or methodology; 36 of which were completed between 2000-2010, and 27 of which were completed between 2005-2010. Clearly, this methodology has been growing in use and applicability for a variety of qualitative studies. Review of topic areas where portraiture is most widely applied includes education as well as the socio-dynamics of race and gender. Valdes (2008) uncovered themes of “(a) heritage and becoming, (b) living leadership, (c) courage, passion, resilience, (d) reaching out” in her study of Latina educational leaders; while Moore (2008) delved into aspects of community engagement between regional communities and two comprehensive universities. Moran (2005) discussed the accountability for one urban public high school in Texas, while Kaye (2004) uncovered the venture philanthropy of Jewish females in southern California. Of particular interest was a study conducted by Epstein (2009) detailing the leadership of a

superintendent in her school district, which influenced the notion of including interviews with Dr. Roueche as part of this study.

Historical Background

Although the Community College Leadership Program (CCLP) at The University of Texas at Austin is widely cited as the best program of its kind (Levinson, 2005) for grooming community college leaders and administrators, little research has specifically addressed the phenomena of why or how the CCLP has continually produced results in terms of career placement and development of program graduates. As the nation's oldest doctoral program of its kind, with a primary focus on the preparation of key community college leaders, more than 630 students have graduated from the program since its inception, with over 508 in the past 40 years. More than 64 doctoral students are currently enrolled. In 2005, the Association of Texas Colleges paid tribute to the CCLP by bestowing the Mirabeau B. Lamar Medal. This marked the first time a curriculum program received the award (NACTC, July 2010). Approximately 10% of CCLP graduates have led and/or hold an executive level position at a community college, and many experience multiple leadership positions in the field over their career tenure (Partheymuller, 2001).

Dr. Roueche became director of the Program in 1970 and has built upon a successful educational foundation started by founding director, C. C. Colvert in 1944:

He [Colvert] was the person who conceptualized a graduate program designed around the qualities of cooperation and collaboration. Together, Colvert and Dean L. D. Haskew developed the ‘block of time’ concept for the CCLP—a radical departure from graduate programs then and today, given that most programs are organized around individual classes. [D]octoral students take their community college specialization work together, and the work is—including team writing and team reporting. It was also Drs. Colvert and Haskew who designed the very successful community college internship experience, where doctoral students serve for a full semester at the elbow of a most experienced and successful community college CEO. The student receives compensation for the work, but also graduate credit toward degree completion. (Roueche, 2005)

Thus, in exploring how the structure of the CCLP was and remains singular in the structural attributes of cohort learning (also known as “the Block”) as well as an internship component as part of the larger educational experience, the question of program evolution and the vision of Dr. Roueche in developing a model to influence leadership development are explicitly interdependent—drawn from what Siggelkow (2002) called “evolution toward fit.”

Dr. John E. Roueche and the “Management” of the CCLP

Dr. Roueche came to the community college movement with the publication of his 1964 dissertation offering a case study analysis in describing the transition of a junior college into a 4-year liberal arts institution. With a boldness foreshadowing his

later work on organizational accountability, Dr. Roueche relied heavily upon the notion of systems theory (Clark, 1960) in discussing the proliferation of community colleges that appeared as he was beginning his academic career. Although The University of Texas program was established in 1944, community colleges entered the largest period of mass expansion, affecting both institutional and state level change, between the mid-1960s and 1975.

While community college leaders had previously been faculty from 4-year institutions or school system settings (K-12), the rapid increase of colleges meant that the demand for administrative leadership transcended the ability of the system to generate new leaders. This new leader would require a different skill set than the 4-year institution or K-12 administrator (Young, 1996). Thus, the number of universities and colleges offering graduate programs to prepare community college leaders grew from 27 in 1945 to 87 in 1962-63 (Ewing & Stickler, 1964).

Thus, with a clear need for trained educational leadership to face the growing population of community colleges, the W. K. Kellogg Foundation convened meetings resulting in the development of a center for the improvement of secondary school administration, housed at The University of Texas at Austin. This would prove a substantial coup for the university in that the Kellogg Foundation grant became a long-standing relationship that allowed for the unfolding of the CCLP as well as several other programs for community college leadership development across the country. In addition to the grant for Texas, additional funding was made available to 10 universities

in Florida, California, Michigan, New York, and later in Colorado and Washington.

Notably, Dr. Roueche was a fellow of the Kellogg-sponsored program at Florida State University.

Grants provided “legitimacy” to graduate programs of this kind, which allowed for an extension of boundaries for what had initially been programming exclusively geared toward elementary and secondary education (Katsinas, 2009). Grants also provided foundational and consistent funding support through which Dr. Roueche could engage a vision of national prominence, the proof of which would be gauged through the attainment of leadership positions for graduates in the community college as well as in policy settings.

Building the Network Organization

Distinguished CCLP graduate Dr. Stanton C. Calvert, now Vice Chancellor for Governmental Relations for The Texas A&M University System related the status of the program in 1970 as Dr. Roueche interviewed to lead the program:

The Program at that time was well regarded, indeed, but its graduates were mainly found in Texas and nearby Southern states, save a few notable exceptions such as Bob McCabe at Miami-Dade. And yet...Drs. Colvert (founding director, CCLP) and Haskew (Dean of the College of Education), both approaching the twilight of their eminent careers, had the foresight and vision to recognize even then that 2-year colleges were set to realign radically and permanently the structure of higher education itself. So, they intentionally and determinedly set

forth in the spring and summer of 1970 to find and attract a leader profoundly different from themselves, one who would transform the Junior College Program [as it was called at the time] from its roots as a regionally recognized program that was junior to the Department's public school and superintendency program to one that commanded national and international stature in its own right.

(Calvert, 2010)

Clearly, the expectation for Dr. Roueche's tenure was set before he accepted his position. As such, he acted strategically to advance the program to national prominence by using networks he had previously established in his positions at Duke's National Laboratory for Higher Education in North Carolina, as well as the University of California at Los Angeles (UCLA) under B. Lamar Johnson, founder of the League for Innovation in the Community College who was succeeded by a Roueche colleague from Florida State University, Dr. Terry O'Banion. Dr. Roueche believes "It is people and relationships, not mechanisms and systems, that enable institutions to attain their goals" (Roueche & Herrscher, 1973, p. 208). Using his relationships within the field and leveraging unique capacities for social networking intrinsic to the CCLP curriculum, assisted Dr. Roueche in building and sustaining a substantially networked, boundaryless organization.

Managerial competencies. Success of the graduates of the CCLP is based in part on distinct self-mastery and practice exemplified through Mintzberg's (1973) *The Nature of Managerial Work*. Using Mintzberg's interpersonal (leadership),

informational, and decisional roles, Dr. Roueche defined the specific competencies necessary to successful community college leadership and consciously worked to provide learning environments which allow students to identify attributes they may wish to incorporate as part of their larger management worldview.

Within the confines of the research institution found in the university setting, there exists a decidedly bureaucratic element (Baldrige, 1971; Birnbaum, 1988; Cohen & Brawer, 2003; Richardson, 1975) that ordinarily would entail restrictions barring the development of cross-disciplinary curricula in this way. Perhaps a reason for the continual progress of the CCLP entails what Mintzberg (1979) categorized as a professional bureaucracy, such that the traditional confines of bureaucratic processes yield to the significant expertise of the professional leading the charge and instigating change.

Core competency roles are envisioned by Mintzberg as a formal structure which aligns with the notion of the college setting as such, and this systems theory approach details the working roles of the manager and how management is central to information flow. Within community college culture, leadership is typically hierarchical in nature. Using Mintzberg's competencies, as adapted by Dr. Roueche, allows students to develop a more centrally-mined information processing approach which can enable the increased collaboration and consensus building necessary for the community college executive operations flow.

In this way, the continual necessity for qualified leaders of the community college may have provided Dr. Roueche an environment with the capacity for growth not only in leadership development, but also for scholarly research incorporating interdisciplinary elements to encourage a more global community college leadership paradigm. The large number of CCLP graduates who attain upper-echelon positions may directly correlate to the mastery of leadership attributes apparent in the core competencies designed by Mintzberg and adopted by Dr. Roueche for the CCLP competencies curriculum. These competencies illustrate the attributes that contribute to the effective management of the community college, as well as lend texture to the consistent research agenda adopted by Roueche in actively connecting students to experiences augmenting their classroom learning.

Table 1

*Definitions of Ten Managerial Competencies in Mintzbergs' **The Nature of Managerial Work***

Role	Description
Interpersonal: Figurehead	Symbolic head; obliged to perform a number of routine duties of a legal or social nature
Interpersonal: Leader	Responsible for the motivation and activation of subordinates; responsible for staffing, training, and associated duties
Interpersonal: Liaison	Maintains self-developed network of outside contacts and informers who provide favors and information
Informational: Monitor	Seeks and receives wide variety of special information (much of it current) to develop thorough understanding of organization and environment; emerges as nerve center of internal and external information of the organization
Informational: Disseminator	Transmits information received from outsiders or from other subordinates to members of the organization; some information factual, some involving interpretation and integration of diverse value positions of organizational influencers
Informational: Spokesman	Transmits information to outsiders on organization's plans, policies, actions, results, etc.; serves as expert on organization's industry
Decisional: Entrepreneur	Searches organization and its environment for opportunities and initiates improvement projects to bring about change; supervises design of certain projects as well
Decisional: Disturbance Handler	Responsible for corrective action when organization faces important, unexpected disturbances
Decisional: Resource Allocator	Responsible for the allocation of organizational resources of all kinds – in effect the making or approval of all significant organizational decisions
Decisional: Negotiator	Responsible for representing the organization at all major negotiations

The Leadership Experience within the Community College Setting

In *The Art of Visionary Leadership: Painting a Face on the Future*, Roueche and Roueche cite the following observations on leadership:

- Leaders trust their own instincts and understand fully the depth and strength of their own passions.
- Leaders do not mince words when articulating the goal.
- Leaders understand the power of shared information.
- Leaders recognize that shared purposes, shared commitments, shared struggles, and “shared hearts” are powerful combinations for achieving the products of shared values.
- Leaders are patient and committed to achievement over the long haul.
- Leadership is most effective when those in the organization take responsibility for goal attainment and assist in devising successful implementation actions.
- Leaders are truly effective when they are willing to give others credit for mission accomplishment.
- Leaders do not have the public luxury of having a bad day or a weak moment when the objective is to keep all eyes focused on the goal.
- Leaders instill confidence in others and in their abilities to effect change and provide leadership.

- Leaders are biased toward action around shared values, toward problem solving and problem seeking. (*Celebrations*, NISOD, n.d.)

In many respects, community college leaders are asked to be artists who can at once envision new possibilities and yet, respect the present moment of *what is*. In many ways, the community college is a microcosm of dreams, hopes, and goals—many unrealized. Thus, the leaders of community colleges are asked to employ every resource in working toward the achievement of a better life for the student and the community.

According to Pierce and Pedersen (1997):

Expectations for community college presidents have grown more complex, demanding, and even contradictory...Few other roles in American society make comparable day-to-day demands on an individual. A community college president is not simply a problem-solver. The president is also expected to meet a governing board's need for impartial and expert counsel; inspire faculty and staff in matters pertaining to curriculum and instruction; serve as a model of ethical behavior; and provide, as conditions warrant, vision for the entire community. (p. 13)

Finally, as communities shift in both population and employment growth, reflecting the transience, diversity, and uncertainty of the American worker, so, too, does the tenure and *lived* experience of the community college president.

Pathway to the presidency. In terms of preparation for a presidential appointment, some authors do suggest the correlation of presidential succession through

the office of the senior academic officer (Amey et al., 2002); however, recent surveys and data suggest that rapid and consistent turnover, increased mobility, and experience in non-traditional fields are realities for those with presidential aspirations.

The fairly heavy turnover in the community college presidency parallels research that indicates presidential tenure has dropped from its earlier high of ten years to a norm of five years (Amey et al., 2002, Dudertstadt, 2000). Studies indicate that while roughly half of community college presidents had spent ten or more years at their present institution, half had served less than five years, suggesting a mixed labor market as well as the potential for mobility within the presidential career path (Amey et al., 2002, Dudertstadt, 2000).

Traditionally, community college presidents had served a single institution for a long period, working through many positions, and achieving the trust of faculty and the Board before accepting the role of president. Sometimes, successful presidents pursued one additional presidential appointment, but these were typically a last career position before retirement.

The current trend of increasingly shorter presidential tenures seems to coincide with the popular notion that Boards are more inclined to hire presidents with a background of presidential experience (Amey et al., 2002).

Mobility and varied experience as a continuing trend. Additionally, research indicates that there is more transition between 4-year and 2-year institutions for would-be presidents. In one such study, nearly one-third of all presidents indicated that they

had held positions earlier in their careers at 4-year institutions, often as faculty or department chairs/program directors before switching to the community college sector (Amey et al., 2002). While community college presidents continue to be one of the few position categories most likely to have any public school teaching experience in their backgrounds (Amey et al., 2002), these numbers have fallen drastically in the last 20 years.

Thus, with fewer presidents and senior leaders coming from public school teaching and administrative backgrounds, the emergent new leader possesses varied career experiences and background. Movement between the public and private sector and 2 and 4-year colleges seems more fluid than before (Amey et al., 2002; Moore 1988).

Diverse leadership: An evolving reality. According to the American Council on Education's survey, the *American College President: 2007 Edition: 20th Anniversary*, the percentage of women heading 2-year colleges jumped from 7.9% in 1986 to 28.9% in 2006, leading to the proclamation, "The most striking change at the [2-year] associate's college since 1986 has been the increase in the number of women presidents" (Pekow, 2007, p. 14).

Of course, women in the community college setting are not a new phenomenon. Women have traditionally represented the majority of community college faculty and students and thus, reflect a growing number of leaders within that sphere. The *American College President* survey indicates that the largest gain of women in a presidential role

came from public institutions, whereas women presidents serving in private 2-year institutions increased only negligibly in the same time span. This suggests perhaps that a choice of president in the public community college system may mirror the demographics of the student body, heavily comprised of women and racial/ethnic minorities (Pekow, 2007).

Within other critical literature, community colleges have often been painted as institutions that corral lower-income students, especially minorities and often women, away from 4-year colleges and into non-baccalaureate occupational programs (Townsend & Twombly 2007; Dougherty 1994; Karabel 1972). In this regard, it may be construed that women and/or racially/ethnically diverse presidents serving community colleges in higher numbers may not only reflect the demographics of the student body, but must also develop a competent and effective system for addressing student and community needs.

Notably, the Community College Leadership Program was the first to acknowledge this burgeoning trend in 1976 as Dr. Roueche was successful in obtaining a \$205,000 grant from the Sid Richardson Foundation in order to encourage scholarship opportunities for women and minority leaders; saying “The need and demand for trained administrators who come from economic and ethnic backgrounds which are similar to those of community college students are particularly acute” (*The Brownsville Herald*, January 21, 1976, p. 6B).

In 1976, “One half of the students [in the CCLP] now are minority or female. The program has attempted to provide financial assistance in the past and received more than a half-million dollars in outside funding for fellowships in the past five years—more than any other similar graduate program” (*The Brownsville Herald*, January 21, 1976, p. 6B).

Doctoral degree. The completion of a doctoral degree, by all accounts, is a necessary measure in career advancement. Research suggests that without a doctoral degree, a candidate’s chances of becoming a president will be greatly lessened and indeed eliminated in many cases (Stout-Stewart, 2005; VanDerLinden, 2004; Vaughn, 1989; Walton & McDade, 2001). Recent studies indicate that 70% of community college presidents have a doctorate degree in education (Wallin, Sullivan, & McDade, 2009).

The case for accountability. In seeking to engage a culture of accountability, McClenney cites the promises that community colleges have made (2004) noting that the broader picture of engagement within the community college requires the understanding of what has been promised, the call to action those promises have provoked, and the introduction of leadership as a means to link these two realities.

This responsibility has not faded over time. Dr. Roueche quoted then Associate Commissioner of the U.S. Department of Education, Leon Lessinger in 1970 from *Accountability and the Community College* (AACC, 1972), “The American education system today is experiencing the most sustained, diverse, wide-spread, and persistent challenge ever to confront it. Virtually everyone agrees that something has gone wrong,

that corrective action is needed” (*The Heart of Student Success*, CCCSE, 2010). Nearly 40 years later, challenges persist in a world increasingly influenced by technology and rapid change. In a January 1971 monograph, published by the American Association of Junior (Community) Colleges, Roueche, Baker, and Brownell denote four characteristics of accountability:

- 1) *Accountability Accents Results*: Accountability aims squarely at what comes out of an education system rather than at what goes into it. If educational institutions exist primarily to cause learning, then educators should scrutinize the results of their efforts. Teaching causes learning. If no learning occurs, no teaching has taken place!
- 2) *Accountability Requires Measurement*: ...We must use relevant criteria to evaluate teaching. Learning, the only valid evidence of teaching, can be further defined as a change in behavior...The concept of accountability is based on specifically defined objectives, measurement techniques that determine exactly what the teacher tends to accomplish, and instructional methods that guarantee the most students will obtain the objectives.
- 3) *Accountability Assumes and Shifts Responsibility*: ...Students have traditionally been held responsible through tests and recitations for whatever they may or may not have learned. Accountability shifts the emphasis of [that] responsibility [for learning] away from the student.

4) *Accountability Permeates the College Community*: ...Accountability implies that two-year colleges must be accountable externally to the community and that colleges must be accountable internally to the students who pass through their open doors. This state is achieved when students from the community enter the college, find a program that is compatible with their goals, persist in college until the goal is reached, and then become productive members of the community. In short, the entire college body including the board, the president, the administration, the students, and the instructors will become accountable to the community served by the college. (pp. 6-8)

Later, Roueche and Herrschers' (1973) *Toward Instructional Accountability*, proved a watershed in communicating the importance of accountability in the community college ranks with an enhanced emphasis on the importance of leadership:

The effectiveness of any organization depends directly upon the quality of leadership exercised therein. Junior-college administrators must become educational leaders, not only by establishing policies and procedures that encourage and reward successful teachers, but by creating a climate where all college members are willing to be accountable. The college leadership must take upon itself responsibility for establishing institutional styles that make the college accountable externally to the community and internally to the students from the community. (p. 207)

Despite a clamoring for decisive action from the highest government agency on education, accountability in the community colleges was at distinct contrast to the open-door policy. While much has been done in recent years to encourage data-driven analysis in measuring student engagement and completion rates, as well as fiscal and administrative effectiveness in management, the overarching drive to achieving accountability varies amongst institutions.

Critical to the accountability dialogue is an understanding of transformational leadership. Community colleges, while embracing the shared philosophy of the open door, demand executive leadership prepared to meet the needs of a public increasingly entrenched in a society of entitlement. Accountability has become misconstrued as a catchall for that which relies heavily upon that which is transactional instead of that which can motivate and inspire.

As Burns (1978) said,

We always find a stream of evolving interrelationships in which leaders are continuously evoking motivational responses from followers and modifying their behavior as they meet responsiveness or resistance, in a ceaseless process of flow and counter-flow. (p. 440)

By those process orientations, which have proven reliable to the achievement of results, Burns' notion of flow and counter-flow corresponds to leadership as that undeniable variable which no systemic evaluation can wholly align or control. By framing accountability in the context of that which is at once transactional through the

means of exchange; a larger truth may emerge to inform that which is truly transformative.

Review of Related Theoretical Models

This review of literature is divided into three theoretical frameworks to extrapolate various dimensions of the Community College Leadership Program. The frameworks consist of transformational leadership, self-directed learning, and the network organization.

Transformational leadership literature. Burns' *Leadership* (1978) is a seminal work utilized in the CCLP in illustration of transformative leadership:

Burns laid the foundation for the concept of transformational leaders, who can create a vision for change, communicate it to others, and then help those others to accomplish that vision through their own commitment to it. Thus, while transactional leaders manage and maintain, transformational leaders promote fundamental change in the organization, helping the organization adjust to the varying needs of today's rapidly changing society. (Roueche et al. 1989, p. 35)

Moreover, with a demonstrated and historically-relevant need to continue the training and professional education of community college presidents and administrators, Dr. Roueche has evolved the program over his 40 years at The University of Texas at Austin through strategic vision following the Westley and Mintzberg (1989) process of:

repetition (idea) <-> representation (vision) <-> assistance (emotion and action)

vision (idea) -> communication (word) -> empowerment (action)

It is appropriate to define the model of repetition-representation-assistance in the context of vision-communication-empowerment as literature on visionary leadership emphasized an individual approach to the process. Repetition (Vision), in this instance, refers to an “intimacy with the subject at hand” (Mintzberg, 1978, p. 66). Representation (Communication) involves the use of imagery, symbolism, language, and other dramatic devices to inspire and motivate action. Assistance (Empowerment), in this context, is the known audience. Thus, this study will attempt to explain how Dr. Roueche has effectively utilized “dynamic interaction rather than unidirectional flow; a process of craft and repetition rather than simple cognition, brought to bear in the communication of affect as well as effect” (Westley & Mintzberg, 1989, p. 21) in order to build upon the foundational CCLP curriculum by incorporating managerial competencies in order to engage sustained graduate career placement and professional development unmatched in the community college field.

Interestingly, Roueche and Cohen’s (1969), *Institutional Administrator or Educational Leader? The Junior College President* featured survey results that defined the acceptable roles of the community college president. Ironically, much of the data

pointed to leadership as a rare and unique means to serving students. Moreover, *management by objective* seemed more commonplace. Three “dimensions” of leadership are cited as germane to the educational leader: pacesetter, goal-setting, and accepting accountability for results obtained (p. 24). As defined by the authors, these dimensions are easily relatable to later works by Roueche on leadership, and of particular influence to Roueche, Baker, and Rose’s (1989) *Shared Vision: Transformational Leadership in American Community Colleges*.

Shared Vision (Roueche, Baker, & Rose, 1989) featured a survey of 256 community college presidents/CEO, as well as 50 in-depth interviews with peer-nominated leaders from the same candidate pool, in order to identify the qualities and attributes of transformational leaders, building upon the research of Bass (1985a), Bennis and Nanus (1985), Burns (1978), Tichy and DeVanna (1986) and Zaleznik (1977).

The survey model, adapted from the Tichy/DeVanna model (1986), addresses the myriad of ways in which transformational leaders envision, initiate, and execute organizational change. This differs from the transactional leader, who simply values rate of exchange practices in interaction with others over the motivation and cultivation of followers. Citing Tichy and Ulrich (1984), *Shared Vision* states:

The transformational leader of today must possess the synergy to create something new out of something old; out of an old vision, these leaders must develop and communicate a new vision and get others not only to see the vision,

but also to commit to it themselves. Where transactional leaders make only minor adjustments to the organization's mission, structure, and human resource management, transformational leaders make major changes in these areas and promote fundamental changes in the basic political and cultural components of the organization. (Roueche et al., 1989)

According to *Shared Vision*, transformational leadership theory would suggest that the charismatic qualities of an individual leader (Bass, 1985b) would coincide with effective communication of vision and expectations (Bennis & Nanus, 1985; Tichy & DeVanna, 1986) for increasing the probability of engaging followers within this dynamic (Burns, 1978); however, this is limited by the confines of situation and environment.

In this way, a significant aspect of the CCLP leadership development process is the delineation of leadership and management, which underscores differences between transactional and transformational leaders, as addressed by Zaleznik (1977) and Kotter (1990). Zaleznik's seminal work entitled, *Managers and Leaders: Are They Different?* initially appeared in Harvard Business Review in 1977.

In the purest form, managers represent a process orientation to problem solving while leaders may be better equipped to mitigate ambiguity in seeking creative answers. Leaders also do not act in haste, rather, they ask for more information to achieve a better basis of rationale in problem solving. In further differentiating management and leadership, Zaleznik assesses distinct differences including attitudes toward work and in

goal setting. In assessing the points of differentiation between managers and leaders, there are crucial elements of each that do not lend to the other in a congruent way. While being an effective manager is largely based on a project/process orientation, leaders act with an inner-directed compass which may not necessarily jibe with members of their peer group, nor be the popular choice to a given problem or concern.

Kotter (1990) echoes this theme in recognizing the leader coping with change by setting strategy, identifying needs, executing direction, and effectively assembling networks of people to carry out directives accordingly. Ultimately, while management demands an individual who can move quickly in adapting situational objectives, there is a distinct orientation to change within the leadership construct that does not mimic the same complexity of management. This may infer that leadership in this instance may be more entrepreneurial in tone and sensibility in contrast to the detail orientation and task completion focus of management. This discrepancy in natural orientation for the individual may offer clues whether leadership or management is the more conducive point of reference in achieving a given objective. Moreover, this may also suggest that managers, although not naturally drawn to leadership qualities or tendencies, may be able to develop traits that allow development of leadership potential through a model of self-directed learning.

Self-directed learning literature. In this way, the juxtaposition of leadership vs. management on the micro level for the individual could become a catalyst for macro-application to the organization of an educational leadership program and in the training

and development of the self-directed learner. In Goleman, Boyatzis, & McKee's *Primal Leadership: Realizing the Power of Emotional Intelligence* (2002), author Boyatzis' model is defined by the individual exploring contrast between an ideal vs. a real self. Five discoveries of leadership define the quest of self-directed learning with questions for each:

- The first discovery: My *ideal* self—Who do I want to be?
- My second discovery: My *real* self—Who am I? What are my strengths and gaps?
- The third discovery: My learning agenda—How can I build on my strengths while reducing my gaps?
- My fourth discovery: Experimenting with and practicing new behaviors, thoughts, and feelings to the point of mastery.
- My fifth discovery: Developing supportive and trusting relationships that make change possible. (pp. 111-112)

Although the Boyatzis' model would be more categorically suited to a business environment, self-directed learning has long been a theoretical construct of adult education. Garrison's (1997) model most closely replicates that of Boyatzis, although it is somewhat more prone to conceptual interpretation as an adult learning framework rather than a skill set development and orientation discovery. In *Learning in Adulthood* (2007), Merriam, Caffarella, and Baumgartner relate,

[Garrison's] model, grounded in 'collaborative constructivist' perspective, integrates self-management (contextual control), self-monitoring (cognitive responsibility) and motivational (entering and task) dimensions to reflect a meaningful and worthwhile approach to self directed learning. (Garrison, 1997, p. 18, as cited in Merriam et al., 2007, p. 114)

Further, Merriam posits:

The first dimension, self-management, acknowledges the social milieu in which learners are interacting, whether they are in formal or informal settings. It involves learners' taking control of and shaping the contextual conditions so that they can reach their stated goals and objectives...Self-monitoring describes the ability of learners to be able to monitor both their cognitive and metacognitive processes, which includes their being able to use a repertoire of learning strategies and the ability to think about their thinking...The motivational dimension involves what influences people to participate or enter into a self-directed learning activity and what keeps them participating in the activity or task. (Merriam et al., 2007, pp. 114-115)

In many instances, the model of self-directed learning, represented through the Block experience, is used to great effect in the CCLP in encouraging students to assess the various leader guests in the context of style and aptitude, identify those leadership traits and abilities necessary to manage or lead in a given scenario, and understand the strengths and deficiencies associated with a leadership or management perspective

within a given institution of higher learning. These reflections are tested through site visits and the like. As Roueche relates,

[Students] have to evaluate these schools. They have to find out what's the value base of the college: What's the college say it's doing? What's its mission statement? Does the budget allocation follow the rhetoric of the mission statement and what the president is saying? (Partheymuller, 2001, p. 36)

By designing a curriculum focused on the individual student's identification of core competencies and assigning tasks which augment the fostering of such skills, as well as the motivation and feedback arising from group interaction, Dr. Roueche allows individuals to engage their own styles, which contributes to a deeply-rooted intimacy with material while expanding collaborative working relationships to foster enhanced prospects for effective performance.

The network organization. The concept of a network organization is not new to management literature and theory; mainly it appears through the analysis of manufacturing and service firms (Burns & Stalker 1962; Eccles & Crain 1987; Miles & Snow 1986; Mintzberg 1979); however, it also resonates within the larger social context (Berkowitz 1982; Burt 1982; Lincoln 1982; Marsden 1990; Mitchell 1974; Wellman & Berkowitz 1988), broadly defined as "the structure of any social organization" (Nohria & Eccles, 1992, p. 288).

Baker (1992) defines four attributes of the network organization:

- 1) The network organization is a specific organizational type, but the mere presence of a network of ties is not its distinguishing feature. All organizations are networks—patterns of roles and relationships—whether or not they fit the network organization image...The chief structural characteristic of a network organization is the high degree of integration across formal boundaries.
 - 2) A network organization is characterized by integration across formal boundaries of *multiple types of socially important* relations.
 - 3) For a network organization, integration covers vertical and spatial differentiation as well as horizontal differentiation...the concept of integration must be extended to include interaction across vertical boundaries (hierarchical levels) and across spatial boundaries (multiple geographic locations) as well.
 - 4) The network organization form is not limited to professional service firms.
- (pp. 399-400)

The CCLP has produced the most individuals in community college leadership positions as well as in advocacy and non-profit associations affecting the impact and role of community colleges on a national level. As such, the tenets of the network organization have implications not only for the relationships that influenced Dr. Roueche in his career development, but moreover, in the building and sustaining of the most elite network of community college leaders in the country.

Kanter and Eccles (1992) cite the “properties [of the network organization as] flexibility, responsiveness, adaptability, extensive cross-functional collaboration, rapid and effective decision making” (p. 525), as well as a high propensity for commitment not typically exhibited in other forms. In many ways, these attributes link to those managerial competencies developed by Mintzberg (1973), which serve as a core component for the CCLP. Further, an examination of leadership trends within the community college setting also provides parallels to the properties of the network organization in terms of the ongoing complexities of leadership in this environment of constant change. One such trend is manifest in the definition of the community college president.

Defining the community college president. Roueche defines the role of the community college president as thus:

The role of a community college president should be that of a leader who manages human and material resources through a well-balanced professional team using systematic strategies to achieve specific objectives. The leader is responsible for giving the team direction, coordination, and unity of purpose. He should clarify objectives, stimulate new ideas, and help the team move ahead. He should offer warm acceptance to individuals but must make clear that all members are accountable for achieving institutional objectives. The junior-college leader should accept the obligation of giving direction instead of merely ministering to organizational equilibrium. Task-oriented, dynamic leadership,

coupled with strong team identification and group participation, will enable junior-college educators to change their attitude, renew their creativity, and become accountable. The right to control the processes of our schools rests upon a willingness to meet the needs of public clients. Governance is based on responsibility, and responsibility implies accountability. The entire college body, including the board, the president, the administration, the students, and the instructors must become accountable to the community served by the college. (1973, p. 208)

In reflecting upon the challenges for collaborative and effective leadership for the 21st century community college president, Dr. Roueche's call for *systematic strategy in achieving objectives* mirrors the evolving nature of the community colleges' recent call to action in engaging 50% higher college completion rates by 2020 (*The Heart of Student Success*, CCCSE, 2010).

While classroom engagement and pedagogy continually adapt to the demands of an ever-changing educational landscape, basic tenets of accountability, collaborative team effort and, indeed, leadership, remain the foundation upon which the community depends for achieving a productive and competent workforce. Thus, the harnessing of innovation in coping with an era of sustained change with its corresponding influence on technology, become analogous to the tenets of collaborative teamwork and accountability in realizing successful outcomes. This influences the notion of leader as more than a transactional character, but more of a transformational link in the larger

networked organization who can astutely move between these realities and, moreover, recognizes the values and limitations of each in generating institutional effectiveness.

Chapter Summary

While the research recognizes portraiture as a viable means of communicating themes in a narrative style, there are no conclusive studies that reconcile the entity of the network organization to a leadership training and development program. In this respect, chapter three will expound the research agenda and methodologies incorporated in this study.

Chapter Three: Methodology

Qualitative research was used in this study to provide meaningful insight in understanding the human element of the Community College Leadership Program at The University of Texas at Austin under Dr. John E. Roueche. The dimensions of leadership and program development models were examined to better understand the effectiveness of the CCLP in the shaping and training of community college leaders as well as observe dimensions of this impact on the community college at large. One of the most useful methods in qualitative research in mapping out a human experience, and in understanding mission and vision, is *portraiture*. Portraiture inquiry allows the researcher to become immersed into the lives of those studied by experiencing and interpreting the events by the actors involved in the study (Lawrence-Lightfoot & Davis, 1997).

This chapter will describe the methodology used to create a mixed methods, qualitative approach in gathering and interpreting data during the interview process. This approach was appropriate for this study because it allows for the observation of the interplay of educational leadership and human relationships in organizational settings in an attempt to construct meaningful data analysis.

Research Design

The chosen methodology for this research study is qualitative in nature as it incorporates the use of interview protocols, observation, archival notes and documentation, as well as field research. Denzin and Lincoln (2003) define qualitative

methods as that which “consists of a set of interpretive, material practices that make the world visible” (p. 4). Willis (2007) contends a major difference in qualitative versus quantitative approach rests in contextual understanding of data as opposed to that which is globally known. This lends to an interpretive view of research supported by interaction and according to Denzin (1995) “Human beings create the worlds of experience in which they live...the meanings of these worlds come from interaction, and they are shaped by the self-reflections persons bring to their situations” (p. 43).

While much of this study was interpretive in the sense that interview protocols were employed to discern overarching themes and patterns of meaning for the purpose of analysis, there were also elements of the case study approach, defined by Merriam as (1988), “an examination of a specific phenomenon such as a program, an event, a person, a process, an institution, or a social group” (p. 9). As this study incorporated intensive data collection on distinguished graduates of a specific program, and on the program director, there are elements that correspond to this heuristic in communicating that which is known and that which will become known. Case studies, by nature, tend to be inductive. Stake (1995) defines the case study as that which is contextual and detailed in scope. This research differs slightly in that the researcher interpreted meaning from data, which was then given a contextual *portrait* by use of portraiture methodology.

Characteristics of Portraiture Research

First initiated by Harvard educator Sarah Lawrence-Lightfoot in *The Good High School* (1983), portraiture is a method of qualitative research that blurs the boundaries of

aesthetics and empiricism in an effort to capture the complexity, dynamics, and subtlety of human experience and organizational life. Portraitists seek to record and interpret the perspectives and experience of the people they are studying, documenting their voices and their visions—their authority, knowledge, and wisdom (Lawrence-Lightfoot & Davis, 1997).

At the core, portraiture relies heavily upon relationships in “navigating the boundaries between self and other” (Lawrence-Lightfoot & Davis, 1997, p.158) and in illuminating the voices of those studied as much as the researcher. While constrained by the boundaries of time and responsibility, the researcher produces knowledge by examining that which is intrinsic and provides connection through a common ground (Jackson, 1989) where both mutuality and separateness can peaceably coexist.

In *Ethnography: A Way of Seeing*, Wolcott (2008) sees portraiture as a participant observation strategy, which is a mainstay of ethnography. According to Wolcott (1997), there are aspects of the portraiture methodology that mesh with ethnography:

We are ethnographic observers when we are attending to the cultural context of the behavior we are engaging in or observing, and when we are looking for those mutually understood sets of expectations and explanations that enable us to interpret what is occurring and what meanings are probably being attributed by others present. (p. 159)

Ethnography, according to Merriam and Associates (2002) is at once a method or process (in terms of how data is gathered) as well a product that describes the cultural aspects of a group. This is where portraiture and ethnography differ. While ethnography strives to find those beliefs and practices which are “shared” as part of a larger cultural system (LeCompte & Preissle, 1993, p. 42), portraiture strives to paint individual portraits in order to find commonalities as well as expose that which is singular and personal within the interview experience.

In this way, Shank (2006), Merriam (1998), and Yin (1994) interpret portraiture as a case study approach. While portraiture interview experiences do present the limitations of time in presenting a single portrait of focus, there is a corresponding opportunity to both observe the context of the individual, and to interpret that context through a pre-meditated framework or template. Lawrence-Lightfoot and Davis (1997) report:

A sure intention in the methodology of portraiture is capturing—from an outsider’s purview—an insider’s understanding of the scene...portraitists try to feel as the subject feels and to represent that understanding in a portrayal that exceeds the level of literal depiction found in a map or plan. (p. 25)

Hackmann (2002) sees portraiture as a means of exposing the positive while acknowledging limitations inherent to structural and environmental constraints. This resonates with Lawrence-Lightfoot (1983) in *The Good High School: Portraits of Character and Culture*, which utilized this methodology in examining six high schools

with excellent reputations, focusing on those attributes which expressed the ‘goodness’ of each institution. By portraying the singular ‘goodness’ of individual relationships forged during the gathering of research, Lawrence-Lightfoot allowed for the exposure of larger, institutional weaknesses to authenticate the interview experience and in relating the results of the study: “It is not the absence of weakness that makes a good school, but how a school attends to the weakness” (p. 24).

Notably, this sense of creating a landscape based upon the researchers’ *felt* reality with the broad strokes of thematic narrative in some regard mirrors the CCLP experience of site visits in which individual students work together to explore various aspects of the community college, seeking best practices and the intrinsic ‘good’ of the institution and its students. However, this should not be misconstrued as Lawrence-Lightfoot (1986) and Lawrence-Lightfoot and Davis (1997) assimilate perceptions from a variety of sources, inclusive of interviews, observations, and archival as well as public materials, to create a fully-realized, multidimensional lens.

According to Hackmann (2002), “Portraiture stands apart from the more traditional research methods because it makes the researcher’s biases and experiences explicit, in essence becoming a lens through which the researcher processes and analyses data collected throughout the study” (p. 52). For this reason, English (2000) questions the legitimacy of portraiture as an educational research tool, particularly in light of the researcher as creator of realities without external influences or constraints.

This implies a narrative cannot be easily deconstructed and is wholly dependent on the reactions and nuances of the individual researcher's experience. In this regard, Giddens (1993) acknowledges "It is essential to any adequate analysis of interaction as a product of the constituting skills of actors to recognize that its 'meaningfulness' is actively and continually negotiated" (p. 111). Indeed, as Lawrence-Lightfoot and Davis (1997) relate, "The drawing of the portrait is placed in social and cultural context and shaped through dialogue between the portraitist and subject, each one negotiating the discourse and shaping the evolving image" (p. xv). The nature of portraiture becomes one of refined coherence as the researcher can recognize and identify those parts of the narrative that are resonant to the larger whole. Thus, in rendering multiple portraits of reality of the Community College Leadership Program, broad-based themes emerged through the observation of detail relevant to a larger picture and of the interaction between researcher and subject.

Data Collection and Analysis

Role of the researcher. As the portraiture methodology combines elements of the social sciences (ethnography and anthropology) as well as the descriptive nature of the case study, four steps will be used in the execution of this study: description, interpretation, analysis, and synthesis (Lawrence-Lightfoot & Davis, 1997). Lawrence-Lightfoot urges researchers to claim an anticipatory template before embarking on data collection (1997). This template acts as a means of organizing themes and allows for the establishing of perspective in collecting and sorting through data, what Miles and

Huberman refer to as coding (1994). Points of convergence emerge through triangulation, or a layering, of data from different tools of research collection in achieving a more fully formed portrait (Lawrence-Lightfoot & Davis, 1997).

Interviews. While a significant mainstay of the portraiture methodology is a framework with anticipatory themes, the interviews for this study entailed a contextual preparation in the form of informed consent of interviewees (see Appendix A) as well as providing each with an interview protocol prior to the actual event. Purposeful sampling of interview subjects is used to engage information “from which one can learn a great deal about issues of central importance to the purpose of the research” (Patton, 2002, p. 46). As such, interviewees understood prior to the interview experience why they were chosen as well as their relevance to the subject at hand. Subjects in this study were chosen for their contributions to the field, relationship to the CCLP either through research, collaboration with graduates, or notable achievement in the community college field. Interviewees were selected by the researcher.

To better understand the influence of the CCLP in preparing doctoral students for careers in college administration, three research questions are proposed:

- 1) What are the critical themes of CCLP leadership development, and how have those themes evolved over time?
- 2) What are the perceptions of senior community college leaders and leaders in the field about these critical themes and their impact on the career development and managerial style of senior community college leaders?

- 3) What has been the impact of the program on the career development and placement of community college leaders?

Interviews work best when “Researchers and conversational partners share the task of maintaining the flow of dialogue, creating the frame in which discussion takes place and creating a setting” (Rubin & Rubin, 1995, p. 11). With the specific nature of the research questions and within time constraints, interview subjects were interviewed in a setting where they were comfortable. Email interviews were conducted when necessary. In keeping with Patton (2002), “The purpose of interviewing...is to allow us to enter into the other person’s perspective” (p. 341).

Interview transcripts were coded using Lawrence-Lightfoot and Davis’ (1997) construction of emergent themes in the following manner:

- 1) Repetitive refrains (recurring words or phrases);
- 2) Resonant metaphors, poetic/symbolic expressions (images and descriptions);
- 3) Cultural and institutional rituals (practices and traditions common to the CCLP experience);
- 4) Triangulation (the construction of themes and patterns). (pp. 193-214)

Therefore, as themes emerged from interview data, a structure emerged that at once captured the perspectives and patterns of narrative relevant to the research subjects, but also served as intersection for conversion and contrast.

Narrative structure. Part of qualitative study, notes Merriam and Associates (2002), is an emphasis on that which is “richly descriptive” (p. 5). In this regard, the

interaction between researcher and interviewee allowed for what Lawrence-Lightfoot and Davis (1997) refer to as conception (or development of story), structure (the emergence and organization of themes), form (the narrative), and finally, coherence (or integration of parts) to pattern (pp. 247-260). This resonates with narrative analysis used by Johnson-Bailey (in Merriam, 2002), in using three approaches to data collection of: 1) Alexander's (1988) *principal identifiers of salience*, or sifting data to focus on important evidence of theme; 2) Denzin's (1989) autobiographical analysis, which notes significant life events and self-identified *epiphanies* as a way to situate "cultural, ideological, and historical contexts"; and 3) self-identified cultural analysis to ascribe attributes to a given interview subject based upon cultural community and bias (p. 324).

As portraiture relies heavily on form (or narrative) in developing patterns of convergence, the sifting of data into the themes in Table 2 from *Shared Vision* (Roueche, Baker, & Rose, 1989, pp. 90-91) became a framework for illustrating the cultural and socio-historical significance of each interview in context of the larger leadership aesthetic.

Table 2

Themes and Operational Definitions of Roueche, Baker, and Rose' Shared Vision

Themes	Operational Definitions
Vision	A leader-conceptualized view of the future. While shared with others, the vision is the primary responsibility of the transformational leader.
Influence orientation	The process of shared attention to problems and understanding of roles to be played in resolution. Generally results in increased delegation and empowerment, resulting in self-actualization of both leaders and followers.
People orientation	The process of leader and follower interaction in which the team is considered a living system, and where the strengths of each team member are maximized. At the same time, there exists a strong focus on the individual.
Motivational orientation	The process whereby the mass of the organization accepts a new vision and mission. Followers are motivated to achieve and are excited through performance and results.
Values orientation	Constitutes the moral fiber of the leader to include: commitment, quality, integrity, trust, and respect through modeling. Viewed as an ethical orientation that is morally accepting to an uplifting for followers.

Document review and analysis. In an effort to present the CCLP in the context of Baker's (1992) "network organization" and to show longitudinal influence as a part of the larger understanding of individual leadership competencies of distinguished graduates, social networking graphs created with UCINET provide a conduit to analysis. UCINET is a social network analysis program developed by Steve Borgatti (University of Kentucky-Lexington), Martin Everett (University of Kentucky-Lexington), and Lin

Freeman (UC-Irvine). The program is distributed by Analytic Technologies in Lexington. The software works to create graphs showing relationships between characters (nodes) in demonstrating influences and interaction. For the purposes of this study, CCLP distinguished graduates of the program are shown in varying and progressive leadership positions, as well as geographically represented by those states that have had the most leadership influence from CCLP distinguished graduates. This hopes to illustrate the prominence of graduate placement throughout the U.S. and Canada.

Uzzi and Dunlap (2005) describe the three advantages of networks as private information, access to diverse skill sets, and power or influence. Correspondingly, the network graphs in this study illustrate a high level of leadership position attainment amongst distinguished graduates of the program (private information), a diversity of paths to the presidency (access to diverse skill sets), and, finally, positions of leadership entail a national and international scope in terms of location and position (influence) over two decades with the continued placement of graduates. While network forms have extended from traditional business to nonprofit and governmental entities (Brooks, Liebman, & Schelling, 1984; Osborne & Gaebler, 1992; Provan & Milward, 1995; Rosenau, 2000; Salamon, 2002 as cited by Scott & Davis, 2007, p. 296), and are used for a variety of investigations into organizational theory, the graphs of distinguished graduates in this research set will serve to augment the template of leadership definitions as well as portray the CCLP (with Dr. Roueche as program director) as the central entity

in this phenomena of both leader preparation and attainment, as well as geographical reach and influence.

In a career spanning 40 years, with 35 books and over 150 professional articles to his credit, Dr. Roueche is potentially the most highly visible and published author in the community college world. Since 1970, he has served as a guest speaker and lecturer at more than 1,300 institutions of higher learning and holds the first endowed faculty position in the field of community college education. He also has served as principal investigator of over 30 major studies at The University of Texas at Austin, and has developed two distinct service initiatives of the CCLP in the Center for Community College Student Engagement (CCCSE) as well as the National Institute for Staff and Organizational Development (NISOD) (*Vicissitude*, NACTC, p. 5).

In this manner, there was a wealth of archival materials to review in this study in revealing historical, social, and management decisions, which affected the overall evolution of the CCLP. The researcher was given full access to materials through the consent of Dr. Roueche.

Quality Criteria

Due to the unique nature of this study, research questions were not piloted in order to allow for a full emergence of each individual research *portrait*, in anticipation of deriving themes contributing to the final whole. The presumable variance in answers this method may create should not obstruct the progression of theme construction, but enhance a measure of authentic voice during the interview process. Kvale's (1996)

perspective on validity depends greatly upon communication and dialogue with others as part of a larger craftsmanship on the part of the researcher. In this instance, Lincoln and Guba's (2000) assertion to contribute findings to the field which are, "sufficiently authentic" (p. 178) speak to the larger desire to secure useful and reliable strategies in the building and sustaining of a leadership development program in the university setting.

Chapter Summary

Chapter three described the methodology that was used during this study, which is portraiture, a qualitative approach. According to Roueche and Jones (2004) attest in *Leadership and the Way of the Pig: Lessons from Babe*, "Equally important to possessing knowledge and skills, a leader must possess a certain character—a promise of integrity, not only to lead an organization, but to lead without sacrificing authenticity" (*Celebrations*, NISOD, n.d.).

As such, within leadership and within this research, the necessity for authenticity in the voices of those interviewed was of the utmost importance in the triangulation of themes and, finally, to completion of a fully-realized research *portrait*. As such, interview quotes are reproduced verbatim in order to enhance the emergence of themes generated by both datasets. By visually presenting the CCLP as a network organization, a robust picture can emerge which depicts the multiple perceptions of reality intrinsic to the leadership development experience within this context.

Chapter Four: Results

Introduction

Chapter one summarized the current community college environment and exposed issues intrinsic to the preparation and training of leaders. The literature review in chapter two highlighted the interdisciplinary nature of the proposed research from the perspective of transformational leadership and management competencies, the network organization, and self-directed learning. The weaving of business, adult education, and leadership studies served as a broad canvas for exploration and extrapolation of themes as they apply to the research methodology discussed in chapter three. Chapter four will focus on results of interviews conducted in order to complete a fully-realized research *portrait*.

Review of Purpose and Research Questions

The purpose of this study was to explore the impact of the nation's first community college leadership development program, The Community College Leadership Program (CCLP) at The University of Texas at Austin. In using the portraiture methodology in determining themes, Lawrence-Lightfoot and Davis (1997) suggest the incorporation of a framework, in this case, the operational definitions presented in *Shared Vision* (Table 2) as well as a "guiding set of questions" (p. 213), which include:

- 1) What are the critical themes of CCLP leadership development, and how have those themes evolved over time?

- 2) What are the perceptions of senior community college leaders and leaders in the field about these critical themes and their impact on the career development and managerial style of senior community college leaders?
- 3) What has been the impact of the program on the career development and placement of community college leaders? (p. 213)

In order to elicit data in providing a multi-faceted view of the CCLP as well as to ascertain dominant themes, perceptions, and program impact, the research results in this chapter will consist of direct quotes and analysis of interviews with distinguished graduates, researchers, and other notable persons involved in the community college field. Additional analysis will depict social networking graphs of the positions and geographical placement of approximately 150 distinguished graduates in order to frame the impact of this program as it applies to the national prominence of the CCLP. Finally, in extrapolating upon themes developed through this research, interviews with program director, Dr. John E. Roueche proved helpful to providing clarity and perspective. As portraiture methodology does allow for a degree of personal interaction and encourages an inner knowledge and embracing of research material and interview subjects, Dr. Roueche's comments served to augment those teachings the researcher personally *lived* through the Block learning experience as well as to clarify those matters of historical significance in presentation of data congruent to portraying the full *portrait*.

The themes, repetitive refrains, resonant metaphors, institutional and cultural rituals, and patterns (Lawrence-Lightfoot & Davis, 1997) which emerged while

examining individual interview questionnaires led to a deeper understanding of an evolving leadership paradigm in the CCLP; one which at once combines Westley and Mintzberg's (1989) process of vision to empowerment with operational definitions germane to Roueche, Baker, and Rose' (1989) *Shared Vision*.

Process

The researcher used the SurveyMonkey online interviewing software to contact 21 Distinguished Graduates and nine Industry Leaders (see Appendices B and C). "Distinguished Graduates" in this context refers to those individuals who are graduates of the CCLP at The University of Texas at Austin and who have achieved leadership success through either a high-ranking position (i.e., president, chancellor, chief academic officer) within the community college proper, a policy/advocacy association affiliation (i.e., League for Innovation, American Association of Community Colleges), and/or research and scholarship within the university setting. "Industry Leaders" in this context refers to the individuals who have made a significant contribution to the community college world, either through research and scholarship, service as an administrator (i.e., president), and/or have influenced CCLP students as a visitor to the Block classroom.

While representative funding agencies (i.e., Kellogg Foundation) were originally included as part of this research, narrowing the scope of focus in this study to those who are/were actively intimately involved in some aspect of the CCLP, through scholarly collaboration with CCLP faculty, leadership in the community college as a president and/or chancellor, service on advisory boards of national and international organizations

of interest, and/or those who have previously led associations which inform the work of community colleges, offered a richer perspective in addressing those unique trends and challenges of community college leadership and in particular, leadership development through the CCLP.

Disclaimer

While SurveyMonkey software provided an efficient means of data gathering and collection in this study, it should be noted that the researcher, through her Block experience, has met and interacted with many of the interview subjects on numerous occasions. Thus, should an online component be incorporated as part of a data gathering methodology in this medium, this researcher feels it is imperative to include a working knowledge of and, in some cases, a professional affiliation with, the interview subjects, in order to fully develop a richer forum for analysis in keeping with portraiture methodology.

Question Formation and Design

In seeking to ascertain dominant themes, perceptions, and program impact corollary with two distinct groups of interviewees, questions were formulated to address two main areas: 1) excellence in a community college leadership program; and, 2) recent leadership trends which have emerged in the community college world. The group of Distinguished Graduates had one additional question involving the “prevailing (leadership) characteristics” resulting from the Block experience.

Distinguished Graduates

With 15 Distinguished Graduates answering the SurveyMonkey interview questionnaire (71% response rate), the breakdown of leadership experience is as follows: five sitting presidents, one CEO of a regional accrediting body, one CEO of an international organization serving community colleges, one CEO emeritus of a national association serving community colleges and former community college president, one chancellor of a community college district in Texas, three directors of national organizations serving community colleges based in Texas, and one researcher, former community college president, and current director of a community college leadership program at an accredited institution of higher learning. One participant preferred to remain anonymous and his/her position was not clearly defined, while another participant completed the interview questionnaire past the time for data collection. A face-to-face interview was held with the director of a national organization serving community college data gathering on student success and engagement, which provided additional insights.

Industry Leaders

With five Industry Leader interviewees answering the SurveyMonkey interview questionnaire (56% response rate), the breakdown of leadership experience is as follows: two sitting presidents, one president emeritus and researcher of community colleges, one CEO emeritus of an international organization serving community colleges, who now serves as director of an online community college leadership program, and one faculty

emeritus member of the UT administration and CCLP faculty. Face-to-face interviews were held with one retired faculty member of the CCLP who served as program director of another community college leadership development program at the university level, a CEO emeritus of the national association representing the interests of community colleges, as well as a five-time community college president now serving in a national leadership role for an initiative aimed at helping systemically improve student success in the community college.

Themes of Convergence

In questions to interviewees regarding the definition of 1) excellence in a community college leadership program; and, 2) recent leadership trends which have emerged in the community college world, several themes of convergence occurred for both Distinguished Graduates as well as Industry Leaders.

Question 1: Defining excellence in a community college leadership program.

The first question, asking what *defines excellence in a community college leadership program*, revealed two dominant themes in the responses given: excellence as displayed in the high caliber of learning experience (as categorized below), and excellence represented through the results/outcomes of distinguished graduates of the CCLP as proof of this phenomena.

Themes are organized with participant quotes which directly represent the various sub-themes of the learning experience—the balance of practical and theoretical instruction, exposure and access to community college leaders, teamwork as means for

support and collaborative achievement, and establishing a broadly-based perspective of the community college as an institution. Participant quotes also illustrate the second dominant theme of performance outcomes, which deserved its own identity, apart from the first, mainly as it was not conclusive that learning experience and performance outcomes are mutually exclusive. For instance, while the various capacities of learning experience cited by those interviewed offers insight into the potential development of managerial and leadership competencies as part of the larger CCLP curriculum, learning experience as an isolated variable is not the sole determinant of performance outcome(s).

In this way, it was interesting to note the dominant thematic interpretations of excellence in a community college leadership program were at once defined by the individual (through the learning experience or observation of the learning experience), as well as by the external measures of performance on a more visceral basis.

Theme 1: A high caliber of experience

A Distinguished Graduate said,

The definition of excellence in any educational program is first the **quality of the experience that students actually have when they enter and progress**. The CCLP is the original, definitive learning community, with all that entails—intensive engagement with other students, with mentors, with experts in the field, and with the subject matter as documented in literature/research.

Sub-theme 1(a): Balance of practical and theoretical instruction

Distinguished Graduates:

Excellence in the CCLP is characterized by never resting on laurels, meaning that the content, guest faculty, and foundation of the learning is always fresh, real, and meaningful. The **practical and theoretical balance** is critical to connecting the learning to the field of work.

In addition to recruiting/admitting students who are firm believers of the missions of the community college, the program provides **academic and practical experiences** for participants in the program.

Industry Leaders:

CCLP faculty and staff have constantly worked to have their students and the content of their **program connected to the "real world" as well as the academic literature**. CCLP has earned that reputation as the most outstanding leadership program in the history of the community college movement because the **program marries theory and practice** in very creative ways.

Sub-theme 1(b): Exposure and access to community college leaders

Distinguished Graduates:

A quality community college leadership program ...includes **exposure to the best and brightest community college institutional leaders**...Dr. Roueche and his professional colleagues arranged for guest speakers to visit the UT Block,

sharing their leadership experiences--to include their successes, trials and tribulations for our learning benefit.

The exposure to real life situations, by the speakers who are invited to the Block is an exceptional part of the program.

I know from the CCLP program that I encountered and engaged with the top leaders of the field. These are people that see the challenges impacting higher education and take them head on to try to get a different outcome.

The model brings in the VERY best in the field to speak.

The sustained excellence of the CCLP...brings the top leaders to the CCLP as lecturers.

Industry Leaders:

John (Dr. Roueche) brings in national leaders to interact with students in informal sessions (dinners) and in formal sessions (the block seminar); students in other programs seldom have this opportunity; at UT it is a weekly occurrence. In addition CCLP students visit as a group a number of colleges during their program and have to prepare critical reports of their visits. They also participate in national conferences and many state conferences--some sponsored by CCLP. So, through these experiences they are getting hands-on experiences and networking with some of the most significant leaders in the field.

The network...It's enhanced by all the CC leaders that they meet during their time at UT. It also includes the ability to receive career advice, counsel, and support throughout their careers.

Sub-theme 1(c): Teamwork as means for support and collaborative learning and achievement

Distinguished Graduates:

In my experience, we went coast to coast and border to border visiting institutions, interviewing college presidents and administrative staff, researching institutions inside and out in a critical manner, and reporting on our findings as individuals and as a group--**promoting teamwork**.

Excellence...is being able to collaboratively develop strategic directions and provide the motivation, stimulation, insights and **teamwork** to achieve those directions.

The blocks are a good method to utilize in graduate programs. It gives you an instant support system where **everyone has the same goal**. It removes the barriers and competitiveness that traditional graduate programs often brag about.

Industry Leaders:

Blockers develop an **esprit de corps** on day #1.

Also much of the work of students is **collaborative**. The Block format provides that framework and **creates and encourages a cohesive unit** that is judged on its creativity and productivity by previous blocks; all the Blocks become lifetime

networks for the members and that adds a measure of excellence I have never seen in any other program. **Collaborative learning is also stressed** in the campus visits, in participation in the state and national conferences, and through participation in numerous projects.

Sub-theme 1(d): Establishing a broadly-based perspective of the community college as an institution

Distinguished Graduates:

A quality community college leadership program looks at all aspects of the institution, especially those aspects that directly affect student learning.

Educational and experiential activities in multiple areas within a community college, e.g. finance/budgeting, instruction, student support services, mission.

Industry Leaders:

Quality faculty with broad backgrounds and solid research skills as well as an understanding of the challenges and opportunities of our nation's community colleges.

Theme 2: Performance outcomes

Distinguished Graduates:

Excellence is...importantly **defined in the performance of people who have completed the program**. The number of national leadership positions, CEO positions, and VP and dean roles currently held by CCLP graduates speaks for itself.

Results or outcomes are the best measure of program excellence.

Industry Leaders:

Dr. John Roueche **defines excellence**. His record speaks for itself simply by noting the number of presidents, vice-presidents, deans and other administrative positions he has filled across this country. **There is not another program that can match his success.**

CCLP is excellent because (like Harvard) it has **created a reputation that attracts the top candidates** from across the U. S. and Canada.

Nationally influencing the direction of our nation's community colleges. CCLP graduates are senior leaders in SO many institutions of higher education.

CCLP program...impact on **educating more presidents, vice presidents, and other key community college leaders than almost all, if not all, the other leadership programs combined.**

CCLP has **produced more CC presidents/chancellors and VP/VC's than any other program. If that doesn't demonstrate excellence, I don't know what does.**

Having prepared more community college leaders than any other individual or program.

Question 2: Recent leadership trends which have emerged in the community college world. The second question, asking what *recent leadership trends have emerged*

in the community college world, revealed three dominant themes displayed in the responses given: 1) the need to be externally focused (as categorized below); 2) the need to incorporate data-driven decision making within the organization; and 3) the need for a background or additional training in financial management in coping with the economic realities of today's community college.

Themes and sub-themes are organized with participant quotes, which directly represent the various aspects of employing an external focus—an increased emphasis on fundraising and political advocacy. Participant quotes also represent the second dominant theme of the need to incorporate data-driven decision making within the organization; and the third theme addressing the need for a background or additional training in financial management speaks to the emphasis on the current accountability and completion agenda at the forefront of the Obama administration, as well as the continual decline in state and national funding sources, which demand creative and innovative solutions.

The constant and consistent theme of creativity seems pervasive in this economically-challenged, diverse global village. As Robinson observed, “The world is changing so quickly that promoting the ability for creative thinking and promoting cultural adaptability is essential” (as cited in Scanlon, 2006). Wallace echoes this sentiment in *The Creative Community College: Leading Change Through Innovation* (Roueche, Richardson, Neal, & Roueche, 2008):

Community college leaders are faced with challenging enterprise as they attempt to craft the creative college. The increasingly rapid and complex changes faced by community colleges are manifested in three primary domains: operational, mission, and macro-strategic. Operational changes involve ongoing interests such as capitalization of requirements and initiatives, as well as quality enhancement. Mission-related changes relate to essential responsibilities in the areas of access, economic development, and community education. Macro-strategic changes engage the college in complex endeavors to improve the positioning and capacity of the community it serves to perform well in an increasingly competitive global knowledge economy. (p. 175)

Within these arenas of operational, mission-related, and macro-strategic change emerge a renewed clarity of purpose in the continued evolution of the community college, one that is driven by mission, defined by funding, and in large part derived from the degree of agile leadership within the organization.

Shared Vision (Roueche, Baker, & Rose, 1989) discussed the need for creative leadership as part of motivating and transforming the organization:

An organizational leader who recognizes the need for and provides the opportunity to develop creative ideas establishes a culture in which individual ideas are valued. Such a leader understands that the creative imagination of each individual within the organization can spark the creativity of others. The

potential of this sort of spontaneity can have dramatic results throughout the institution, providing the yeast for innovative growth and change. (p. 203)

In keeping with this notion by discovering what interviewees felt about recent leadership trends, there seemed to be a predisposition to management role-playing in the face of increased financial and political pressures, echoing the use of Mintzberg's competencies as part of the overall CCLP curriculum. Given that, the repetitive use of words such as "creative" and "innovation" in this dataset by Distinguished Graduates as well as Industry Leaders speaks to an heightened awareness of the transformational leader presenting a "big picture" vision within the institution and motivating change within the organization; despite the pressures of externally-driven, task-oriented climate.

Theme 1: The need to be externally focused

Industry Leaders:

Beyond the obvious textbook list, leaders today must have some skill and understanding in the **political arena; in fundraising**; in negotiating among warring interests; and in networking with key leaders in business and industry, government, and philanthropy.

Engagement—with campus constituencies, and the entire community of the college.

Sub-theme 1(a): An increased emphasis on fundraising

Distinguished Graduates:

Need for leaders to be **fundraisers**; need for leaders to be more external; need

for leaders to embrace partnerships in more comprehensive fashion.

Today, leaders must be creative **fundraisers**.

Industry Leaders:

The major trends, in my opinion, are: Accountability, Student Success, Technology, **Fundraising**.

Sub-theme 1(b): An increased emphasis on political advocacy

Distinguished Graduates:

Leaders must have skills in **political advocacy** and more involvement in funding than was the case years ago.

The constantly changing and evolving political landscape have required leaders to be more flexible with an **acute understanding of politics both local and national**.

Theme 2: the need to incorporate data-driven decision making within the organization

Distinguished Graduates:

Today's leaders take a more transformational leadership approach, promoting teamwork, collaboration, open communication, risk-taking, **data-driven decision-making**, professional development and mentoring of all employees.

In today's community college world, leaders must be creative. What is needed today—is not what was needed 30 years ago. They must be **about data and using**

it to inform decisions. Thirty years ago—none of these trends were even being discussed.

Use of **data, evidence, and inquiry in decision-making**; demands for accountability.

The courage of **using performance data, basing tough decisions on evidence**, facilitating discussions about sensitive or difficult issues, reallocating resources from programs and practices that simply are not working to those which hold promise.

Theme 3: the increasing need for a background or additional training in financial management in coping with the economic realities of today's community college

Distinguished Graduates:

Recent trends in leadership in the community college world—I would say **strong finance backgrounds are more important than ever** during these difficult times. My business background in general has been important because it brings a much broader context to the table especially when we are having accountability discussions.

Given the **financial conditions** of most of our States, community college leadership has called for more innovation and creativity to meet the college mission with fewer resources.

I believe that **fiscal and completion rate issues** are currently bombarding community colleges.

Industry Leaders:

Greater **budget/program management** skills.

Nationwide, and there aren't easy solutions on how to finance the future, and so, leaders in the future are going to have to be **really adept at financial management**. And if they don't have the skills themselves, it's going to call upon them to really figure out how to deploy the right kind of folks to do the work that has to be done. Because they're facing 10, 20, 25, or 30 percent cuts in their budgets, but when that's what's happening, if leaders then have to be really great in helping people envision what's most important. Never is it more important than then. It's always important, and so I've always emphasized the role of planning, but in tough financial times, you've really got to be adept at figuring out how to involve people in the right way to help them see what's most important, in a period of declining resources, and that's going to be the near-term future for American community colleges. Those going into new leadership roles are going to be hit right in the face with that kind of situation. And so, financial management is going to be awfully important, always has been, but this is kind of an unprecedented time across the country.

Program vs. Personality—or both? The Small Differentiation in Datasets

One unexpected result of the data was a theme of Question 1. In defining excellence in a community college leadership program, both groups (Distinguished Graduates and Industry Leaders) indicated that excellence correlated to *performance outcomes* in terms of program graduates achieving high positions of authority and leadership in the community college. However, the Industry Leaders interviewed for this study did deviate from the Distinguished Graduates in their explanation of why this was so, as evidenced by the following quotes from Industry Leaders focused on elements of students recruited for program, career preparation, and continued support and placement:

Excellent students who have a passion for the work of community colleges.

Most doctoral programs set up obstacles and little guidance and let students find their way. The UT program is careful in selecting students and then tries to help them succeed. One always knows where one stands. They are committed to their students. The graduates feel like part of a UT family.

A commitment to students in the program and after graduation.

Thus, a point of differentiation amongst Distinguished Graduates and Industry Leaders in this context speaks to an industry perspective of the program highlighting the quality of students recruited, support for the students while in the program, and placement functions. While Distinguished Graduates also noted these attributes, there was an overall feeling from graduates who felt their individual efforts and personality—as

well as the efforts of their Blockmates—comprised the critical reason for overall CCLP team success. Again, this may be indicative of a disposition towards managerial competencies of the Block experience, as viewed by Industry Leaders. In terms of Distinguished Graduates, more emotive answers were given in speaking of the learning experience, its impact, and their specific responsibility as part of, as one graduate said, “the original, definitive learning community.”

One Distinguished Graduate said, “We learned very valuable principles and as our experiences increase, we (Blockers) have implemented the principles.” This element of self-reliance also imbues confidence in students, as one Distinguished Graduate related, “There is a sense of confidence in our leadership.” There is also an amount of pride in the status of being a “Blocker” in that, “We are the envy of so many who did not have the distinction of participating in this program.”

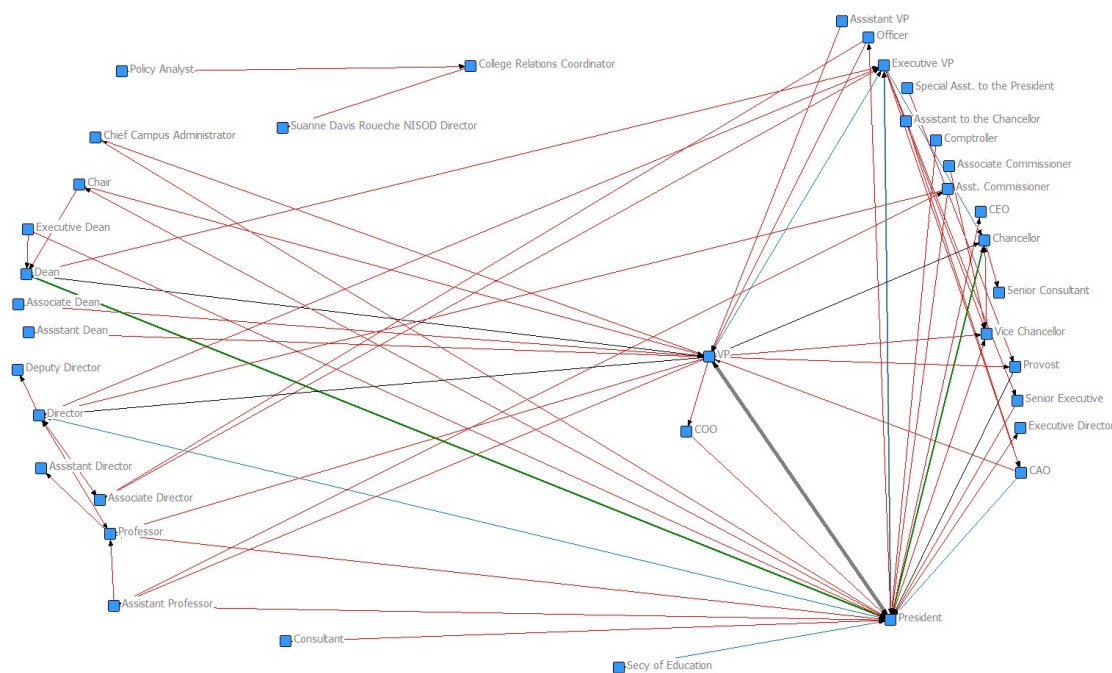
This may well speak to the feelings of being a student in the Block, and is telling of the “passion,” “perseverance,” and “understanding of comprehensive team dynamics” expressed by Distinguished Graduates as *prevailing characteristics of the Block experience*. Other key attributes of this dataset included being “good listeners,” “willing to share the workload and credit for a job well done,” and “know[ing] how to work hard in a team.” Not surprisingly, 11 of the 14 Distinguished Graduates indicated directly that they would feel positively about fellow Blockers in the workplace and would feel more comfortable hiring a candidate who possessed CCLP leadership skills. This is evidence of the Block’s far-reaching impact that both sustains and informs community college

leadership—both through program graduates making an impact on campus to those in nationally visible legislative, advocacy, and research roles.

CCLP: A Network Like No Other

While interviewing Distinguished Graduates and Industry Leaders alike, the theme of the CCLP *network* arose time and again as an integral part of the Block experience, both during and after graduation. In keeping with Baker's (1992) attributes of the network organization—the patterns of roles and relationships, integration across formal boundaries, integration of geographical as well as hierarchical levels—relating the impact of the program on the career development and placement of community college leaders became increasingly associated for the researcher as a graphical representation. Ironically, as Mintzberg's managerial competencies comprise a management/business-based framework for roles within the team setting, so, too does the attainment of high-level positions (i.e., president, chancellor, chief academic officer) among Block graduates. The graphical representation in Figure 1 offers a view of the network of progressive positions of responsibility held by Distinguished Graduates of the CCLP of the last 20 years (see Appendix D). Notably, the position of president (or chancellor) is the highest rank which the majority of Distinguished Graduates achieved at least once, and in many case, multiple times, during their career tenure. Thus, the centralized position of president on the UCINET-derived network graph clearly indicates the effectiveness and proclivity of Distinguished Graduates (shown as a representative sampling as opposed to all CCLP graduates) to attain such positions of leadership and to

maintain their upward mobility until retirement. Additionally, the graph shows a fairly even distribution of leadership rising from faculty as well as from administrative ranks, inferring that leadership may well be an individual attribute based upon situational forces and may be consistently developed.



Bold Grey line – Most often occurring pattern in leadership position-VP to President
 Green line – Second most often occurrence: Dean to President and President to Chancellor
 Teal line – Secondary patterns to the role leading to the President
 Red line – Pattern of leadership positions attained by CCLP Distinguished Graduates

Figure 1. Title Progression of Distinguished Graduate Leaders

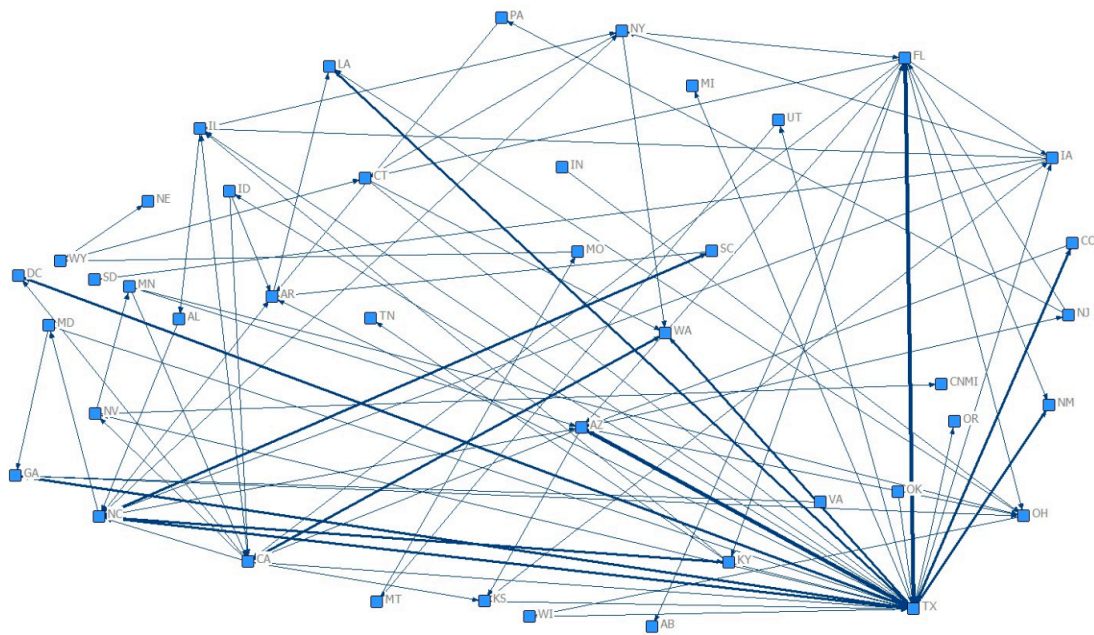
This progression in attainment of positions of authority coincides with the findings of Roueche, Baker, and Rose (1989) in *Shared Vision*, in that:

We are convinced that the leadership skills of exceptional CEOs can be taught and acquired on the job. The secret, we believe, lies in leaders' recognition that

leadership style is developmental. When leadership potential is seen as situational and developmental, a leader's goal is to apply and polish a full range of skills and attributes in a performance repertoire. Those who wish to lead must be willing to risk developing new leadership skills and, after evaluating their own performances, discover what works and what does not. (p. 4)

Of course, the concept of 'on the job' training and development of skills as part of the cohort experience was a theme which emerged through research, so this is not altogether surprising. This also serves as a reminder of the means by which individual capacity in the CCLP cohort experience is actively built to align to the greater team dynamic, while echoing the elements of self-directed learning and emotional intelligence, so critical to leadership evolution and efficiency.

A second network graph represents the states and/or geographical locations populated most by Distinguished Graduate leaders.



Darker and bolder lines reveal more often occurring states of influence by CCLP Distinguished Graduates.

Figure 2. State and/or Geographical Locations of Distinguished Graduate Leaders

While this research is not meant to reflect the character and educational concerns related to each individual state and/or geography mentioned, there are numerous correlations between states with higher concentrations of CCLP leaders, as graduates of the program tend to feel comfortable hiring other graduates. Additionally, the reputation of the CCLP at The University of Texas at Austin was historically designed to be appealing to those who hire and manage community college presidents—boards of trustees. According to Dr. Roueche, the practice of building networks with boards of

trustees began as a means of career placement for Block graduates under founding program director, Dr. C. C. Colvert:

Colvert started the trustee association in Texas before he arrived, and somebody said, “Why did you start with the trustees, Dr. Colvert?” And Dr. Colvert said, “It occurred to me that those trustees are the ones who hire presidents.” Well, nobody else knew that, and it probably more than anything else accounts for the fact that Texas had produced more presidents when I got here than all the (community college leadership) programs. Even though UCLA was much bigger, had a much more extensive network, Colvert chose to work initially with trustees. Colvert started it, and he had the genius to see it, because he had been a president (in Louisiana). He’s thinking, “If I’m going to turn out people for executive leadership roles, the people who hire them have to know about our program, and be a part of that. I need to know them really well.” So, when I first got here, he knew nearly all the trustees by name, and that was very, very helpful, and very smart. (personal communication, 2011)

Thus, by the arrival of Dr. Roueche as program director in 1970, CCLP graduates were already widely placed throughout Texas. Figure 2 depicts the majority of leadership positions (indicated by a stronger, darker line) for Distinguished Graduates occur in Texas, followed by Florida, Colorado, California, New Mexico, Arizona, Louisiana, Washington, Kentucky, North Carolina, and the District of Columbia (D. C.). Not surprisingly, states affiliated with the original Kellogg Foundation leadership

development grants, such as Texas, Florida, California, Colorado, and Washington, are dominant in representative leadership from the CCLP.

With Dr. Colvert's initial thrust to engender the support of community college trustees in placing graduates, the continuing impact of consistent relationship-building, mentoring, and leadership remains a constant element in CCLP alumni success. Relationship-building with trustees also accounts for the sustained performance of graduates; long-term alliances with trustees have garnered continued confidence in the competence of CCLP graduates. This sustained support for, and working knowledge of, the CCLP at The University of Texas at Austin may allow trustees a greater degree of confidence in choosing CCLP candidates for positions of authority, as well as provide a pipeline for intern and site visit opportunities that benefit current students.

The Power of Transformation

Thus, while seeking to ascertain dominant themes, sub-themes, perceptions, and program impact corollary with two distinct datasets, the researcher found stories. As Lawrence-Lightfoot (2010) relates,

Stories—well told, with detail and context—allow for texture, subtlety, and multiple interpretations, and they help us to discover the universals among us. As I traced the narratives and delved for the particulars of person and place, I listened for the patterns, the collective voice. I worked to discover the idiosyncratic even as I probed for the similarities and commonalities—the places

where people's stories converged and overlapped, even when those people at first appeared to be so unlike. (pp. 16-17)

As a member of Block 64, this researcher experienced some level of bias, which portraiture methodology is ideally suited to accommodate. As such, the resonance of the multiple stories, told by both Distinguished Graduates and Industry Leaders, was uncanny in similarity and scope. Variance was noted in terms of emphasis on the *reason* for performance outcomes between groups, but this was not overly remarkable compared to the larger whole.

The dominant themes and sub-themes of high caliber experience (through the balance of practical and theoretical instruction, exposure and access to community college leaders, teamwork as means for support and collaborative achievement, and establishing a broadly-based perspective of the community college as an institution) and performance outcomes of distinguished graduates of the CCLP experience as proof of this phenomena were soundly affirmed by both groups.

In terms of trends, the dominant themes and sub-themes of external focus (particularly in the arenas of fundraising and political advocacy), the need to incorporate data-driven decision making within the organization; and the need for a background with, or additional training in financial management as a means of coping with the economic realities of today's community college, all delineated the individual, lived realities of those interviewed.

Chapter Summary

While the themes of excellence elicited in this research served to represent those aspects of the CCLP curriculum which endeavor to create the individually-felt leadership paradigm and coordinating role development (commensurate with Mintzbergs' competencies), the perceptions of senior and industry leadership on trends germane to the leadership of the organization placed greater emphasis on those task-specific activities that are crucial to the career progression and training of the community college leader.

The overall impact of the CCLP can be widely felt and is visible through the network of graduates prominently serving in high-level positions as represented in Figures 1 and 2. Yet, the stories told by those interviewed bridged the gap between managerial role-playing and the traits of leaders, which have become the current industry standard of competent leadership. The connecting theme is transformational leadership, found in *Shared Vision* (1989). Chapter five will discuss the implications of this study on the current schema of leadership in community colleges from the national perspective, particularly as applied to the American Association of Community Colleges (AACC) *Competencies for Community College Leaders*, and offers recommendations for study and exploration.

Chapter Five: Implications and Recommendations for Further Study

Introduction

In the initial phases of this study and as highlighted in chapter two, as part of the review of literature, the Westley and Mintzberg (1989) model of repetition-representation-assistance in the context of vision-communication-empowerment emphasized an individual approach as part of the larger process of leadership growth and identity-building through the CCLP experience. This augments the nature of developing managerial competencies as part of role-playing in the cohort, team-oriented setting.

The tenets of the Westley and Mintzberg (1989) model were revealed through data collection and analysis to portend elements of individual management roles, which can be culturally relevant and organizationally transformational. Yet, in attempting to explain implications of this study, as well as to explore how the CCLP leadership development model may evolve in the future, the use of *Shared Vision* (1989) and its operational definitions become an effective tool. By shaping dimensions of perception regarding transformational leadership, an evocative national focus on community colleges emerges; particularly, in the future training and development of community college leaders.

A New Day. A New Promise.

During his opening keynote address at the 91st annual convention of the American Association of Community Colleges (AACC), Dr. Walter G. Bumphus, a CCLP

distinguished graduate and new CEO of the association, had this to say regarding leadership:

We must build a leadership *community*—and I intentionally put the emphasis on *community*. I see strong leaders now. I have a theory about this. I believe we have a strong cadre of seasoned presidents who are clutch performers, precisely because they have cut their teeth and honed their skills on a steady diet of challenges. Now, when forced to navigate unprecedented waters, our leaders are ready. But there is more to the story. Since many thousands of our leaders will be retiring soon, we need to build a stronger *community* of leaders, one structured to continually renew itself. We need to nurture and encourage the growth of younger leaders, the “non-commissioned officers” of our organization, who are closest to our students and often need mentors. We need to develop entrepreneurial leaders who have the know-how to attack and solve stubborn problems. And we need to bring new potential leaders into the circle and tap their hidden reserves. We need to lend insights from our hard-earned experiences. Across all levels of leadership, we need to support each other. I believe our presidents need buddy systems within their states. I believe our national leaders need to stay close to leaders in the field. I believe AACC needs to collaborate more often with partners like the League for Innovation, the Association of Community College Trustees, and the National Urban League in order to

develop these new-day leaders. **Strengthening this community** is a particular passion of mine, and it is an essential role for AACC. (Bumphus, 2011)

Bumphus' emphasis on leadership development reflects the growing commitment of the Association to address those particular competencies of community college leadership, mainly to cope with the anticipated massive retirements of current long-standing leaders, the increased responsibilities leaders face in this uncertain economy, and a lack of preparation programs available to readily educate students to the extent represented by the CCLP.

As Roueche relates, this future-oriented focus has been a point of differentiation in the training of CCLP leaders:

One reason we've been successful with our students is that we've always had an eye towards what's happening, whatever the context, whatever the environment is. We're looking all the time at what we think will be [relevant] in the next 10 years; currently, it's a matter of no increase of resources despite increasing demands for those resources. Namely, we are going to have to become a lot more creative, a lot more entrepreneurial, a lot more inventive, a lot more aggressive, more collaborative, advocating a mantle of collaboration and cooperation, with other providers in the community. So, in looking down the road and being able to guess correctly—for the most part—has given our graduates a huge advantage when they get out there. (Roueche, personal communication, 2011)

The AACC Competencies for Community College Leaders

In the latter part of 2003 to March 2004, the AACC held leadership summits with “different constituent groups to build consensus around key knowledge, values, and skills needed by community college leaders and to determine how best to develop and sustain leaders” (AACC, 2005, p. 1). The resulting document of this work became *Competencies for Community College Leaders*, released in 2005. The competencies document framework focuses on six domains integral to community college leaders: organizational strategy, resource management, communication, collaboration, community college advocacy, and professionalism.

Table 3. *American Association of Community Colleges (AACC) Competencies for Community College Leaders*

Competency Domain	Descriptive Statement
Organizational strategy	“An effective community college leader strategically improves the quality of the institution, protects the long-term health of the organization, promotes the success of all students, and sustains the community college mission, based on knowledge of the organization, its environment, and future trends” (AACC, 2005, p. 4).
Resource management	“An effective community college leader equitably and ethically sustains people, processes, and information as well as physical and financial assets to fulfill the mission, vision, and goals of the community college” (AACC, 2005, p. 4).
Communication	“An effective community college leader uses clear listening, speaking, and writing skills to engage in honest, open dialogue at all levels of the college and its surrounding community, to promote the success of all students, and to sustain the community college mission” (AACC, 2005, p. 4).
Collaboration	“An effective community college leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promote the success of all students, and sustain the community college mission” (AACC, 2005, p.5).
Community college advocacy	“An effective community college leader understands, commits to, and advocates for the mission, vision, and goals of the community college” (AACC, 2005, p. 6).
Professionalism	“An effective community college leader works ethically to set high standards for self and others, continuously improve self and surroundings, demonstrate accountability to and for the institution, and ensure the long-term viability of the college and community” (AACC, 2005, p. 6).

Taken from McNair, Duree, & Ebberts' Community College Review 2011,39(1), p. 6

Beneath each overarching competency are orientation definitions, as well as specific tasks (termed *Illustrations*) relevant to each area. Five principles of community college leadership were also highlighted as important to understanding and fully utilizing these competencies, inclusive of:

- Leadership can be learned.
- Many members of the community college community can lead.
- Effective management is a combination of effective management and vision.
- Learning leadership is a lifelong process.
- The leadership gap can be addressed through a variety of strategies...important considerations that apply to all forms of delivery include sustaining current leaders and developing new ones. (AACC, 2005, p. 3)

According to McNair, Duree, and Ebbers (2011), “emerging research on the AACC competencies for community college leaders suggests widespread support for their use” (p. 5). Interestingly, Hassan, Dellow, and Jackson (2010) and McNair (2010) identified fundraising as an additional essential competency for community college presidents, which matched the findings of this study. Eddy’s *Community College Leadership: A Multidimensional Model for Leading Change* (2010) cites the multi-faceted roles of the community college leader as well as the need for adult education-based learning models to be used in the training and preparation of said leaders (p. 15).

Managerial competencies and leadership are linked. In reviewing the managerial competencies associated with Mintzberg's roles (Interpersonal, Informational, and Decisional) contrasted with the AACC leadership competencies (organizational strategy, resource management, communication, collaboration, community college advocacy, and professionalism), there does seem to be some degree of role (Mintzberg)–task (AACC) alignment.

Furthermore, transformational leadership themes presented in interviews with Dr. Roueche during this study yielded parallels to the operational definitions in *Shared Vision* (Roueche, Baker, & Rose, 1989), as well as correlates to similar areas of competence from both the Mintzberg role and the AACC task-based illustrations of competencies. Thus, there may be a logical progression of Mintzberg-type role competencies to AACC-task illustrations, which offer a simplistic view of those roles enacted for managerial proficiency and tasks executed for effectiveness. The missing component of transformational leadership, which may be viewed as cultural competence, finds meaning in the context of *Shared Vision* (1989).

Cultural competence is an aspect of transformational leadership. While Eddy's multidimensional leadership model (2010) does not reference *Shared Vision* (Roueche, Baker, & Rose, 1989) directly, she acknowledges that the AACC competencies (upon which her model is based) do not allow for cultural competence as a separate category, but “references to the role of culture are embedded within some of the illustrations of the six competencies” (p. 102). Eddy defines cultural competence as “the ability to

understand an organization's culture—what is valued, how traditions influence operations, and how symbolism is used to reinforce actions” (pp. 101-102). Roueche, Baker, and Rose (1989) felt that

Leaders work in environments. They are affected by the organizational culture and the sub-groups of followers. In turn, leaders affect the culture. Exceptional leaders can change the organizational values and thus change, or transform, themselves, their followers, and the institution itself. (p. 34)

The tradition of the Block program incorporates such organizational awareness and encourages graduates to be culturally aware within their given environment by engendering the support of colleagues and followers in order to be successful. As Dr. Roueche relates,

I've always understood you've got to have support. You can be dead right about an issue, but if you don't have people who agree with you, and believe in you and support you, it's not going to work. You can be right and lose badly. Henry Clay, the great senator from Kentucky used to say, 'I would rather be right, than be president.' All of his critics said he never would compromise or give up on anything, and as a result he didn't get a lot of support for some very good ideas. So, being right is not the end game. Being effective, accomplishing the goal is the end game. Whether you're the college president, or you're running a program, if you can't engender and generate support for your ideas you ultimately are going to fail. (Roueche, personal communication, 2011)

Listening is a means for engaging support and understanding. As part of his new role as CEO of the AACC, Dr. Bumphus began his tenure in January 2011 with a national Listening Tour as part of an overall 18-month initiative to “guide community college leaders into a new era of change” (Dembicki, 2011). The 21st Century Initiative builds upon work documented in the 1988 Commission on the Future of Community Colleges report entitled *Building Communities: A Vision for a New Century*, and is partially funded by the Bill and Melinda Gates Foundation. The final outcome for the work of this Committee will be a report, which “creates a new vision for the future of community colleges” (AACC Listening Tour Fact Sheet). The Committee will be co-chaired by two Distinguished Graduates of the CCLP, Dr. Kay McClenney (Director of the Center for Community College Student Engagement) and Dr. Jerry Sue Thornton (President of Cuyahoga Community College). Both leaders were interviewed as Distinguished Graduates in this study. The third co-chair is Dr. Augustine “Augie” Gallego, chancellor emeritus of the San Diego Community College District (CA).

According to *Community College Times* (Dembicki, 2011), key outcomes sought for the 21st Century Initiative will include:

- Gathering information to develop strategic work by AACC and the broader field in order to enhance the effectiveness of community colleges in the serving community and national interests over the next five years.
- Building focus and momentum for the community college completion agenda.

- Identifying critical roles for AACC in promoting higher levels of community college completion.
- Building support for rigor, transparency, and accountability to appropriately measure and monitor community college performance.
- Promoting better understanding among policymakers, business leaders and the general public regarding the contributions and challenges of U.S. community colleges.

The committee, according to Bumphus, will “take community colleges to a higher level.” Thus, his first objective in this project was a 10-city listening tour in order to “give me a chance to get the flavor of issues facing community colleges around the country” (Dembicki, 2011). This emphasis on listening first as a means of understanding was not surprising, given that listening was an oft-repeated trait of the Block leadership experience in this study. Moreover, an interview with Dr. Roueche cites listening as the most important quality of leadership:

I’ve said for years, that there are so many great qualities and attributes about leadership, but I think that listening might be the most important one—out of all the other great important ones. And it’s because listening to other people is how we value them, and how we respect them, and how we show the concern and interest in them. If you don’t take the time to listen, then the real message is, ‘I don’t want to hear, I’m not interested, I don’t want to know anything about it.’ So, but it takes time, and you have, you have to be willing to invest that time.

You know, a person going as a new president of a college, if they are smart, won't do any strategic planning or writing any Mission Statements, until they have met with every department, every division, every work group on that campus, and say, 'What are, what do you think our strengths are?' And you're not talking, maybe you're recording, or you're writing down, you're taking notes. 'What do you think some of our challenges are? What do you think some of our goals ought to be as we are going forward?' Well normally, within a month, or six weeks, you probably have met with everybody. Guess what? You've heard what everybody thinks. You've got what the common ground is, so now what can you do? How can you move forward? What do you have support to do right away? And so, it goes forward with not your plan, but this is based on the input of all, of all the employees of the college. You know, you've discovered what the common ground is. (Personal communication, 2011)

Leaders build community through seeking common ground. Thus, by uncovering those issues intrinsic to building common ground with his constituents through his Listening Tour, Dr. Bumphus communicated a sense of renewal of the work from the Commission on the Future of Community Colleges (1988) in addressing attendees at the 2011 AACC conference:

In this challenging new day, I believe we will again be at our best. We have strength that we can draw on. We work in a movement that draws power from seemingly ordinary students who are, in fact, extraordinary. With every one that

walks through our doors, we see the **possibility of a transformation** that is simply magical. Each day we work to **build and rebuild communities that we care about** and, in the process, we become nation-builders. I know we are up to the challenge. (Bumphus, 2011)

The themes of community building and transformation resonate in *Building*

Communities: A Vision For a New Century (1988):

Building communities is, we believe, an especially appropriate objective for the community college because it embraces the institution's comprehensive mission. But the goal is not just outreach. Perhaps more than any other institution, the community college can also inspire partnerships based upon shared values and common goals. The building of community, in its broadest and best sense, encompasses a concern for the whole, for integration and collaboration, for openness and integrity, for inclusiveness and self-renewal. (p. 7)

According to *Shared Vision*, "Renewal implies change, and change is best accomplished through shared vision and commitment...The president is the key to establishing such a community" (Roueche, et.al. 1989, p. 269). Also, "Transformational leaders are change agents. They exhibit leadership behaviors that reflect vision, demonstrate the ability to influence others, acknowledge the importance of attending to and motivating people, and act on the importance of modeling values conducive to institutional excellence" (p. 269).

Building Communities (AACC, 1988) featured a section entitled “Leadership for a New Century” and defined the role of president as transformational in meeting the challenges of leading in the new century:

The president must move the college beyond day-to-day operations. He or she must call upon the community of learning to affirm tradition, respond to challenges, and create inspiring visions for the future. To do this, the president must be able to collaborate, bring together various constituencies, build consensus, and encourage others within the college community to lead as well.

(p. 41)

Furthermore,

Looking to the year 2000...community college presidents will increasingly need to be coalition builders. They will need strong management skills, but they will also need to inspire others. Community college leaders need vision imbued with a larger sense of educational purpose and guided by clear educational priorities for the institution. Above all else, through their vision and actions, community college leaders must affirm the centrality of teaching and continuously strengthen the college as a community of learning. (p. 41)

Thus, themes of renewal, community building, and embracing a mission of teaching and learning call for uncommon leaders who are prepared to properly implement and execute those promising practices which allow for successful student engagement and completion at scale.

Recommendations For Future Study

Lastly, in exploring themes of CCLP leadership development through the lens of senior community college leaders, distinguished graduates, and industry leaders, there are critical components to the quality of the program which involve the following:

- the high expectations of students,
- the futurist orientation of the faculty in anticipating trends and challenges in the marketplace,
- the collaborative spirit generated by the team dynamic which is at once encouraged and supported by site visits and projects, and
- the building and sustaining of lifelong relationships—not only between Blockers—but with experienced community college administrators who visit the Block classroom as well as host students on their campuses.

The components of quality comprising the learning experience in community college leadership through the CCLP may be more broadly explored through the interviewing of all CCLP graduates, in contrast to those distinguished graduates, which appeared in this study. It would be interesting to note how responses of graduates v. distinguished graduates may differ, and whether there are correlations to the opinions of industry leaders on a larger scale.

As part of a larger mandate from research organizations and institutions of higher learning to build a more comprehensive forum for preparation of educational leaders, a study of the CCLP curriculum, class sizes, and cohort model may be fruitful in defining

those benchmarks necessary to sustaining the quality learning experience. The National Center for Public Policy and Higher Education published a report entitled *Presidential Leadership for a Public Purpose* in May 2011. According to Director Patrick Callan, “The problem is not that this is a bankrupt enterprise, or that we don’t know what works or how to do it...not many things are being applied at scale. This is not a technical or research problem—it’s a leadership problem” (Lederman, 2010).

The tradition of leadership success and position attainment of graduates of the CCLP at The University of Texas at Austin may also lend clues for the continued placement of said graduates in community college leadership positions. As the first program of its kind in the U.S., the CCLP enjoyed the experienced leadership of Dr. C. C. Colvert. Dr. Colvert, who initially designed the curriculum maintained today and who was instrumental in building relationships and networks amongst trustees and other constituencies, also set in motion the historical precedent of placement and positioning of graduates in the southwest and beyond.

Dr. John E. Roueche, current program director, incorporated a framework of managerial competencies as part of the self-reflected evaluation process students learn to encompass as part of a larger means of continual improvement and growth as leaders. Dr. Roueche has also published more in the field in terms of community college issues and trends than any researcher of the last four decades, so this aspect of research and scholarship remains unparalleled. It would be interesting to explore as part of a larger

question of qualities integral for directing community college leadership programs at the university level.

Although there is undoubtedly no question of the impact the program has had on the career development and placement of community college leaders, it would be interesting to seek further corollaries among the *AACC Competencies for Community College Leaders* (AACC, 2005) and *Mintzberg's Managerial Competencies* (Mintzberg, 1973). As AACC will be developing the 21st Century Commission's report for release in 2012, it may be appropriate to revisit issues of collaborative leadership to engage community-building as well as cross-reference those aspects of *Shared Vision* (Roueche, Baker & Rose, 1989), which encourages the use of transformational leadership in creating a positive climate for organizational change. It may also be relevant to adopt evaluative practices, which encompass AACC leadership competencies at scale as part of a larger framework of accountability.

Chapter Summary

While the themes explored in this study are not exhaustive, they reveal a commonality resonant for the next two decades of community college leadership—the need to explore more creative funding models and financial management strategies in combatting a weak economic situation, and the need to develop and train the next generation of leaders in community colleges so that they may continue to engage positive learning outcomes for students, many of whom are first-generation and many who would not have access to higher education in other ways.

As such, both Distinguished Graduates and Industry Leaders agreed that The Community College Leadership Program (CCLP) at The University of Texas at Austin engendered the most executive leaders of any other program. While the reasons have been explored through this portrait, there remains alternative programming at the university level, with several strong regional offerings, many that may well benefit from some of the strategies identified herein. In terms of continuing professional development, executive programs offered by both the League for Innovation in the Community College as well as the American Association of Community Colleges have produced effective results.

Additionally, beginning in 1976, the CCLP was the first program to support scholarship opportunities for women and minorities in attaining leadership positions within the community college. It would be appropriate to revisit the experiences of leaders from traditionally under-represented backgrounds during this period in order to chronicle this important trend in higher education as a whole. It would also leave an impression on the need for increased diversity and resources amongst the next generation of leaders in this field.

Notably, in terms of this study, there were no conclusive studies previously, which reconciled the entity of the network organization to a leadership training and development program. In this respect, the addition of graphs using UCINET software build a means of understanding the importance of relationships and networks, not only as part of building effective professional camaraderie within a learning community

(CCLP), but as a larger initiative for community college leaders who will need to engage these networks in continuing dialogue across state lines and boundaries in order to ensure a more cohesive environment in which students can succeed and thrive.

Appendix A

WRITTEN NOTICE OF CONSENT FORM

Title: Incorporating Managerial Competencies in the Development of Community College

Leaders: The Community College Leadership Program (CCLP) at The University of Texas at Austin

IRB PROTOCOL #2011-01-0017

Conducted By: Dana Marie Sendziol of The University of Texas at Austin: EDA/CCLP

Telephone: 512-758-5388

E-mail: dm1227@live.com

You are being asked to participate in a research study. This form provides you with information about the study. I am in charge of this research and will also describe this study to you and answer all of your questions. Please read the information below and ask any questions you might have before deciding whether or not to take part. Your participation is entirely voluntary. You can refuse to participate or stop participating at any time without penalty or loss. You can stop your participation at any time and your refusal will not impact current or future relationships with UT Austin or participating sites. To do so, simply tell me you wish to stop participation. I will provide you with a copy of this consent for your records.

The purpose of this study is to explore the impact of the nation's first community college leadership development program, The Community College Leadership Program (CCLP) at The University of Texas at Austin under the direction of Dr. John E. Roueche.

If you agree to be in this study, I will ask you to:

- **Be interviewed once via SurveyMonkey online survey, phone, or in person for no longer than 90 minutes.**
- **Phone and in-person interviews will be audio-recorded.**
- **The method of participation will be according to your preference and convenience.**

Total estimated time to participate in this study is approximately 90 minutes.

Risks of being in the study: Risks involved in participating in this research are minimal, but involve the potential for loss of confidentiality. If you wish to discuss the information above or any other risks you may experience, you may contact me at any time. There will be no direct benefit from your participation in the study.

Benefits of being in the study: There will be no direct benefit for participants in this study. However, the recording of processes, procedures and historical archiving of a successful academic program over a 40-year period will be notable. The study will assist in discovering those themes of leadership development represented by the CCLP and provide recommendations other leadership programs may find helpful. Secondary benefits include a written account of the contributions of Dr. John Roueche during his tenure as program director which have influenced CCLP graduates, and moreover, community colleges overall.

Compensation: Participation in this study is unpaid and voluntary.

Confidentiality and Privacy Protections: The records of this study will be stored securely and kept confidential. Authorized persons from The University of Texas at Austin and members of the Institutional Review Board, have the legal right to review your research records and will protect the confidentiality of those records to the extent permitted by law. Participants will have the ability to review interview transcripts to clarify their thoughts and material attributed to them before this material appears in print.

Data Management:

- Electronically-generated materials (inclusive of audio recordings, SurveyMonkey data) will be housed on a secure, password-protected, and locked lap top data station in my home office.
- All responses that you provide will be identified by code names. Data will be grouped into 'theme areas' as part of my final research analysis.

- Only the researcher will have access to the data and will only use the data (listen to audio recordings) for research purposes. The recordings will be transcribed and then deleted.
- If you agree to allow your name (where necessary given the demands of portraiture study) to be used, it may appear in publications and reports resulting from this research, not in research materials.
- Per the policy of The University of Texas at Austin, transcripts and survey data will be kept for three years. They will be stored in a locked, desk drawer in my home office, separate and apart from other data and identifiers or on a password protected computer.

Contacts and Questions: If you have any questions about the study please ask now. If you have questions later, want additional information, or wish to withdraw your participation, please contact me. My contact information is at the top of this page.

If you would like to obtain information about the research study, have questions, concerns, complaints or wish to discuss problems about a research study with someone unaffiliated with the study, please contact the IRB Office at (512) 471-8871 or Jody Jensen, Ph.D., Chair, The University of Texas at Austin Institutional Review Board for the Protection of Human Subjects at (512) 232-2685. Anonymity, if desired, will be protected to the extent possible. As an alternative method of contact, an email may be sent to orisc@uts.cc.utexas.edu or a letter sent to IRB Administrator, P.O. Box 7426, Mail Code A 3200, Austin, TX 78713.

Please send an e-mail or contact me by phone to indicate your agreement to be in the study. At that time we can discuss your preference for participating in the interview or online survey. We will also discuss your preference for using your name or a code name.

Please retain this copy of this information for your records.

Appendix B

CCLP Distinguished Graduates



1. Please indicate whether you will allow your name/professional affiliation to be identified in this study report (dissertation). Regardless of answer, please include your name in the participant name box to ensure accurate data collection.

		Response Percent	Response Count
Yes.		80.0%	12
No, please do not use my full name, but identify my professional affiliation or relationship to the CCLP or Dr. John Roueche.		13.3%	2
No, I'd prefer to remain anonymous.		6.7%	1
Participant name:		86.7%	13
answered question			15
skipped question			0

2. Please share the story of how you came to be involved with the Community College Leadership Program (CCLP) at The University of Texas (UT).

	Response Count
	15
answered question	15
skipped question	0

3. As a distinguished graduate of the Community College Leadership Program (CCLP), have you encountered fellow 'Blockers' and noticed any prevailing characteristics that may be a result of the block experience? In hiring, would you feel more comfortable hiring a candidate who possessed CCLP leadership skills over and above others?

	Response Count
	15
answered question	15
skipped question	0

4. What defines excellence in a community college leadership program? What do you feel accounts for the sustained excellence of the Community College Leadership Program at UT?

	Response Count
	15
answered question	15
skipped question	0

5. What recent trends have emerged in leadership in the community college world? Is there a singular trait above all that is necessary to be successful as a community college leader?

	Response Count
	15
answered question	15
skipped question	0

6. How has the leadership of Dr. John Roueche influenced the community college world?

Response Count	
15	
answered question	15
skipped question	0

7. Contrast the leadership styles of yourself and Dr. John Roueche. What is/are the leadership trait(s) you feel he influenced?

Response Count	
15	
answered question	15
skipped question	0

8. How has/have this/these leadership trait(s) been manifested in your professional life?

Response Count	
13	
answered question	13
skipped question	2

9. What, in your opinion, is Dr. John Roueche's leadership legacy?

Response Count	
14	
answered question	14
skipped question	1

10. Is there anything else you'd like to add?	
	Response Count
	12
answered question	12
skipped question	3

Appendix C

CCLP Industry Leaders



1. Please indicate whether you will allow your name/professional affiliation to be identified in this study report (dissertation).			
		Response Percent	Response Count
Yes.	<div><div></div></div>	80.0%	4
No, please do not use my full name, but identify my professional affiliation or relationship to the CCLP or Dr. John Roueche.		0.0%	0
No, I'd prefer to remain anonymous.	<div><div></div></div>	20.0%	1
Participant name:	<div><div></div></div>	100.0%	5
answered question			5
skipped question			0

2. Please share the story of how you came to know of the Community College Leadership Program (CCLP) at The University of Texas (UT) and Dr. John E. Roueche.	
	Response Count
	5
answered question	5
skipped question	0

3. What defines excellence in a community college leadership program? What do you feel accounts for the sustained excellence of the Community College Leadership Program at UT?

	Response Count
	5
answered question	5
skipped question	0

4. What recent trends have emerged in leadership in the community college world? Is there a singular trait above all that is necessary to be successful as a community college leader?

	Response Count
	5
answered question	5
skipped question	0

5. Contrast the leadership styles of yourself and Dr. John Roueche. What accounts for your successful collaboration through the years?

	Response Count
	5
answered question	5
skipped question	0

6. How would you define your leadership legacy?		
	Response	Count
		5
	answered question	5
	skipped question	0

7. What, in your opinion, is Dr. John Roueche's leadership legacy?		
	Response	Count
		5
	answered question	5
	skipped question	0

8. Is there anything else you'd like to add?		
	Response	Count
		5
	answered question	5
	skipped question	0

Appendix D

DG> 1988	Title	Place	State
Charles A. Green	Chancellor	Houston Community College system	TX
	President	Bermuda College	TX
Raymond M. Hawkins	President	Tarrant County, Northeast	TX
	President	Tyler Junior College	TX
	President	Lone Star College, Tomball	TX
H. Deon Holt	Vice Chancellor	Dallas County Community College District	TX
	President	MiraCosta College	CA
Stewart H. McLaurin	President	Kilgore College	TX
Ruth Shaw	President	El Centro CC	TX
	President (first woman)	Central Piedmont Community College	NC
	President/CEO	Duke Power Co.	NC
Jerry Sue Thornton	President	Lakewood College	MN
	President	Cuyahoga Community College	OH
Nellie Thorogood	Associate Commissioner	Texas Higher Education Coordinating Board	TX
	Vice Chancellor	Lone Star College System	TX
DG>1990			
Cathryn Addy	Vice President	Central Wyoming CC	WY
	President	Tunxis CC	CT
George Boggs	President	Palomar College	CA
	President/CEO	AACC	DC
Stanton Carlos Calvert	Asst. Commissioner	Texas Higher Education Coordinating Board	TX
	President/CEO	Texas Assn of Community Colleges	TX
	Vice Chancellor	The Texas A&M University System	TX
Dale Campbell	Assistant Professor	North Carolina State U.	NC
	Asst. Commissioner	Texas Higher Education Coordinating Board	TX
	Professor and Director	Community College Leadership Consortium & FUTURES ASSEMBLY	FL
		University of Florida-Gainesville (FL)	
Allan G. Edwards	President	Lexington Community College (now Bluegrass CC)	KY
	President	Pellissippi State Technical Community College	TN
Marvin Felder	President	McLennan College	TX
	President Emeritus	Temple College	TX
Cecil Groves	VP	Delgado Community College	LA
	President	Austin Community College	TX
	Chancellor	Texas State Technical System	TX
	President	Southwestern Community College	NC
James O. Hammons	VP	Burlington Community College	NJ
	Assistant Professor	Penn State	PA
	Professor of Higher Education, Rehabilitation, Human Resources and Communication Disorders	The University of Arkansas	AR

Bruce Leslie	VP	Prairie State	IL
	President	Onondaga Community College	NY
	Chancellor	Connecticut Community College System	CT
	Chancellor	Houston CC system	TX
Doug MacRae	Chancellor	Alamo Colleges district	TX
	President	Ft. Murray College	AB, canada
	Executive Director, AACTI	Mount Royal College	AB, canada
Kay McClenney	Interim President	St. Philip's College (Alamo district)	TX
	VP/COO	Education Commission of the States	CO
	Director, CCCSE; Senior Lecturer, Educational Administration;	Community College Leadership Program	TX
	Sid W. Richardson Regents Fellow	The University of Texas at Austin	
Paul E. Meacham	VP	Austin Community College	TX
	President	Clark County Community College	NV
Stephen Mittelstet	Distinguished Regents Professor Emeritus	University of Nevada, Las Vegas (NV)	NV
	President Emeritus	Richland College--DCCD	TX
John Pickelman	President	Galveston College	TX
	Founding Chancellor	Lone Star Community College District	TX
	Senior Consultant	Academic Search, Inc.	DC
Roy C. Rodriguez	Professor of Higher Education	Texas Tech University	TX
Suanne Davis Roueche	Founding Director, Community College Teaching Program	The University of Texas at Austin	TX
	Director, Literacy Across the Curriculum	The University of Texas at Austin	TX
	Associate Director	NISOD	TX
	Director Emeritus	NISOD	TX
DG>1992			
Walter G. Bumphus	VP	Howard CC	MD
	President	Brookhaven CC (Dallas County CC district)	TX
	President	Voyager Corporation	TX
	Chancellor	Baton Rouge Community College	LA
	President	Louisiana Community and Technical College System	LA
	A.M. Aikin Regents Chair, Chair, Department of Educational Administration, and Professor	Community College Leadership Program	
	President/CEO	The University of Texas at Austin	
	President	AACC	DC
	President Emeritus	Everett Community College	WA
Leonardo de la Garza	Executive VP	Feather River Community College	CA
	Executive VP	Bee County College	TX
	President	Austin Community College	TX
	President	El Paso Community College	TX
	President	Santa Fe Community College	NM
Ann Foxworthy	Chancellor Emeritus	Tarrant County College District	TX
	Superintendent/President Emeritus	Allan Hancock College	CA

Lanny Hall	Executive VP/Chief Academic Officer	Howard Payne University	TX
	President	Wayland Baptist University	TX
	President/Chancellor	Hardin-Simmons University	TX
	President	Howard Payne University	TX
	President	Hardin-Simmons University	TX
E. Jan Kehoe	President	Merced College	CA
	Superintendent/President emeritus	Long Beach City College	CA
Tessa Martinez Pollack	President Emeritus	Miami-Dade College, Medical Campus	FL
	President	Glendale Community College, Maricopa CC district	AZ
	President	Our Lady of the Lake University	TX
Belle Wheelan	President	Tidewater Community College	VA
	VP	Central VA Community College	VA
	President	Northern VA Community College	VA
	Secy of Education for Commonwealth of VA	State of VA-governor appointed position	VA
	President, Commission on Colleges	Southern Association of Colleges & Schools (SACS)	GA
DG>1997			
Elizabeth Ashton	President	Camosun College	BC
Jim Catanzaro	President	Chattanooga State Technical Community College	TN
Bill Crowe	President	Tyler Junior College	TX
	Director, Georgia Center for Continuing Education	The University of Georgia	GA
Ramon H. Dovalina	President	Laredo Community College	TX
Marchelle Sasaran Fox	President Emeritus	West Valley College	CA
Nathan L. Hodges	President	George C. Wallace State Community College	AL
	President	Mayland College	NC
	President	Haywood Community College	NC
	President	Bowling Green Technical College	KY
Sebileto Mokone-Matabane	President/CEO	Sentech	South Africa
Jeffery R. Olson	VP	Coastal Carolina Community College	NC
	President	Orangeburg-Calhoun Technical College	SC
	President	North Arkansas College	AR
Bob Paxton	President	Cowley County CC	KS
	President	Iowa Central CC	IA
	President	National American University	SD
Mary Retterer	Campus President, Distance Learning	Arrowhead Community Colleges	MN
	Interim President	Ridgewater Community & Technical College	MN
	Founding President	Minneapolis Community College	MN
	Interim President	Pima Community College-East Campus	AZ
	President	Shasta-Tehama Trinity Joint CC District	CA
	Superintendent /President	Cerro Coso Community College	CA
Wallace "Wally" Sigmar	Dean	Skagit Valley College	WA
	President	Peninsula CC	WA
Lee Thornton	Dean	Norwalk Community College	CT

	President	Columbia Basin College	WA
James Todd	Lead Consultant, Financial Aid Focus	Todd and Associates	AZ
Diane K. Troyer	President	Lone Star CC district-Cy-Fair	TX
	Senior Program Officer, Postsecondary Success	The Bill & Melinda Gates Foundation	WA
Millicent "Mimi" Valek	Staff and Professional Development Officer	Austin Community College	TX
	VP	Arizona Western CC	AZ
	President	Brazosport College	TX
Kenneth P. Walker	President	Oklahoma City College	OK
	President	Navarro College	TX
	District President	Edison State College	FL
Kenneth Wright	President	Truckee Meadows Community College	NV
	President Emeritus	Northern Marianas Community College	CNMI
DG>1999			
Sandy Acebo	VP	DeAnza College--Maricopa CC district	AZ
Joseph T. Barwick	Superintendent/President Emeritus	Butte-Glenn Community College district	CA
	President	Craven Community College	NC
Priscilla J. Bell	President Emeritus	Carteret Community College	NC
	President	Fulton-Montgomery Community College	NY
	President	Highline Community College	WA
Michael L. Burke	President	North Idaho College	ID
	VP	Eastfield CC--part of DCCCD	TX
	President	North Idaho College	ID
	President	San Jose City College	CA
Greg DeCinque	President	Milwaukee Area Technical College	WI
Richard Drum	President	Jamestown Community College	NY
Charles Florio	Adjunct Faculty, Educational Leadership & Policy Studies	The University of Texas San Antonio	TX
Jane Harmon	Vice President	Compton Community College	CA
Jowava M. Leggett Harrison	Former Sr. Policy Advisor/Chief of Staff to the Deputy Asst. Secretary, Higher Education Programs	U.S. Department of Education	DC
Chester Hastings	VP	McLennan College	TX
	Professor Emeritus, Educational Administration	Baylor University	TX
William Lex	Director	Fujairah Women's College	UAE
Kathy Matlock	Chief Academic Officer	Blue Ridge Community College	NC
	President	South Arkansas Community College	AR
	President	Southeastern Community College	NC
Beverlee J. McClure	Provost	St. Augustine Campus--St. Johns River CC	FL
	President	Clovis Community College	NM
	Secy of Education for New Mexico	State of NM-governor appointed position	NM
	President/CEO	New Mexico Association of Commerce & Industry	NM
Mark D. Milliron	VP	League for Innovation	AZ
	VP	Oracle Systems	NC

	President/CEO	League for Innovation	AZ
	VP	SAS	NC
	Director	NISOD	TX
	Deputy Director for Higher Education	The Bill & Melinda Gates Foundation	WA
Walter H. Nolte	VP	Flathead Valley CC	MT
	President	North Central Missouri College	MO
	President	Casper College	WY
Robert Rose	Professor, Higher Education	University of Mary Hardin-Baylor	TX
DG>2001			
Ann Alexander	Associate Professor	Western Carolina University	NC
Ray Belton	Chancellor	Southern University at Shreveport	LA
Katherine Boswell	Director, Community College Policy Center	Academy for Educational Development	DC
Charles Chance	VP	Lone Star Community College System	TX
	President Emeritus	Northeast Mississippi CC	TX
Corina Gardea	President Emeritus	Phoenix College	AZ
Rosemary Gillett-Karam	Assistant Professor	North Carolina State University	NC
	President	Lewisburg CC	NC
	Professor of Higher Education and	Morgan State University	MD
	Director of the Community College		
	Leadership Program		
Doris Pichon Givens	CEO/Provost	Compton College District	CA
	President	West Los Angeles College	CA
	President	Spokane Community College	WA
	President	Los Angeles Community College	CA
	Vice Chancellor, Educational Svcs.	Kern Community College District	CA
Laurence Johnson	VP	League for Innovation	AZ
	Executive VP	Terra Community College	OH
	President	Fox Valley Technical College	WI
	CEO	The New Media Consortium	TX
Homero Lopez	President	Estrella Mountain CC-Maricopa district	AZ
	Higher Education Consultant	DesignLearningSpaces.com	AZ
Cindy L. Miles	VP	Community College of Denver	CO
	VP	League for Innovation	AZ
	COO	Stevens Institute of Technology	NJ
	President	Miami-Dade--Hialeah campus	FL
	Chancellor	Grossmont-Cuyamaca Community College Dist.	CA
Walter J. Packard	VP	College of DuPage	IL
	Chancellor	Kern Community College District	CA
	President Emeritus	McHenry County College	IL
Margot Perez-Greene	Dean	Brookhaven CC- part of DCCD	TX
	VP	Iowa Central Community College	IA
	Director	NISOD	TX

	Clinical Professor	Iowa State University	IA
	Assistant Director of External Relationships	Texas State Technical College System	TX
Robert Pura	Dean	Berkshire Community College	MA
	President	Greenfield Community College	MA
Frank Renz	President	New Mexico Community College Association	NM
Richard Morse Rhodes	Comptroller	New Mexico State University	NM
	Interim President	El Paso Community College District	TX
	Executive VP	Salt Lake CC	UT
	President	El Paso Community College District	TX
	President	Austin Community College district	TX
Charles D. Rorie	Provost	Valle Verde campus-El Paso CC district	TX
	President Emeritus	Kirtland Community College	MI
Angie Runnels	Executive Director of educational partnerships	Dallas Community College District	TX
	President	St. Philip's College--Alamo CC system	TX
Milton "Bunk" Spann	Professor Emeritus	Appalachian State University	NC
James L. Taylor	VP	Temple College	TX
	Chancellor Emeritus	University of Arkansas Community College (Hope)	AR
Karen Watkins	Founding Director	NISOD	TX
	Professor, Department of Lifelong Education, Administration & Policy	The University of Georgia	GA
Gordon Watts	Executive Vice President	National Park Community College	AR
Jan Brobst	VP	Brookhaven CC- DCCD	TX
	Chancellor	South Louisiana Community College	LA
Terry Calaway	Assistant VP	Cuyahoga Community College	OH
	VP	Central AZ College	AZ
	President	Central AZ College	AZ
	President	Johnson County CC	KS
Gerardo de los Santos	Dean	Richland CC--DCCD	TX
	VP	League for Innovation	AZ
	President/CEO	League for Innovation	AZ
Myrtle E.B. Dorsey	Associate Dean	Howard Community College	MD
	VP	Baltimore City Community College	MD
	VP	Georgia Perimeter College	GA
	Executive VP	Technical and Community College	OH
	Chancellor	Baton Rouge Community College	LA
	Chancellor	St. Louis Community College district	MO
Charlotte Hatfield	Executive Dean	Elkhart campus-Ivy Tech Community College	IN
	President	Washington State CC	OH
Kathryn Jeffery	VP	Columbia College	CA
	Chief Campus Administrator	Charleston campus--CC of Southern Nevada	NV
	President	Hennepin Technical College	MN
	President	Sacramento City College	CA

Steven Lee Johnson	Special Asst. to the President	Brookhaven CC- DCCD	TX
	Provost	St. Petersburg CC (Clearwater campus)	FL
	President	Sinclair Community College	OH
Stephen B. Kinslow	Provost	Austin Community College (Rio Grande campus)	TX
	VP	Austin Community College district	TX
	President	Austin Community College district	TX
Steve Thomas	Dean	Lexington CC	KY
	Dean	Victoria College	TX
	President	Vernon College	TX
	President	Midland College	TX
DG>2007			
Baltazar A. Acevedo	Professor, Educational Leadership Director: The UT Research Consortium	The University of Texas-Pan American	TX
Daniel Bingham	Executive Dean	Salt Lake CC	UT
	CEO/Dean	The University of Montana–Helena College of Technology	MT
Barbara Douglass	VP	Lake City Community College	FL
	President	Northwestern Connecticut Community College	CT
Tracy L. Edwards	VP	Valencia Community College	FL
	President and CEO	Lethbridge College	AB
Eileen Ely	Campus Dean/COO	Albany campus-Laramie County CC	WY
	President	Western Nebraska Community College	NE
	President	Green River Community College	WY
Robert Exley	Chair/Community Education	Miami-Dade CC	FL
	VP	Iowa Western Community College	IA
	President	Parkland College	IL
	President	Snead State Community College	AL
Donald Green	Assistant Dean	Kirkwood Community College	IA
	VP	Genesee Community College	NY
	President	Genesee Community College	NY
	Executive VP	Florida State College at Jacksonville	FL
Stefani Gray Hicswa	Director	Lincoln County campus-Flathead Valley CC	MT
	President	Miles Community College	MT
Katherine B. Persson	VP	Lone Star College–Kingwood	TX
	President	Rock Creek campus-Portland Community College	OR
	President	Lone Star College–Kingwood	TX
Charles L. Roberts	Chair/Communications and Humanities	Valencia Community College	FL
	Dean	Jefferson Community College	KY
	VP	St. Petersburg College	FL
	Provost Emeritus	St. Petersburg College	FL
Luke Robins	Dean	Eastern Idaho Technical College	ID
	Executive VP	National Park Community College	AR

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